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ABSTRACT

This curriculum guide provides instructional materials designed to prepare students for entry-level jobs such as dietetic aide or food service worker in a health care facility. It serves as the basic core of the occupationally sequenced Dietetic Support Personnel Training Program. Five sections and 13 instructional units are included. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objective), assignment sheets (applications of areas of knowledge that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. Section A, an orientation, and section B, on nutrition and diet therapy, each contain one unit: Orientation to the Health Field, and Dietetics and Basic Nutrition, respectively. The five units in section C, on sanitation and safety, are Personal Hygiene, Warewashing, Housekeeping and Pest Control, Food-Borne Illnesses, and Safety. Section D, on food production, includes four units: Receiving, Food Handling, and Storage; Equipment; Food Production and Service; and Work Simplification. Section E on human relations, contains two units: Teamwork and Basic Communications Skills. (YLB)

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Food Service Worker

Written by

Ellen Barker, R.D.
Oklahoma City, Oklahoma

Lou Hall, R.D.
Pauls Valley, Oklahoma

Barbara McGhee, R.D.
Tulsa, Oklahoma

Under the Supervision of
Judy Milroy, R.D.
Dietetic Assistant Program Specialist
State Department of Vocational and Technical Education
Stillwater, Oklahoma

Developed by the
Curriculum and Instructional Materials Center
For the Division of Business/Industrial Training Services
Donna Metcalf, Coordinator
Oklahoma State Board of Vocational and Technical Education
Leslie Fisher, Chairman
Francis T. Tuttle, Director
Bob Patton, Coordinator, Curriculum and Instructional Materials Center

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FOREWORD

We believe that the most effective way to improve vocational education is through a sound instructional materials delivery system. The development of the *Dietetic Support Personnel Training Program* curriculum to replace the *Dietetic Assistant* curriculum has been based on input from administrators, dieticians, certified dietetic assistants, educators, and others representing virtually every type of health care facility in the state.

Food Service Worker serves as the basic core of the occupationally sequenced *Dietetic Support Personnel Training Program.* Successful completion of this component will prepare the student for entry-level jobs such as dietetic aide or food service worker in a health care facility department of dietetics. More importantly, this component provides a sound background from which students may progress to *Food Production Worker* and then to *Food Service Supervisor* and eligibility to be a certified dietetic assistant.

This material provides a resource to both class and clinical instructors for greatly improving the quality of training provided for dietetic support personnel. Well-trained personnel from the dietetic departments of health care facilities have the potential to reduce cost while improving the quality of care provided.

Francis Tuttle, Director
State Department of Vocational and
Technical Education

Donna Metcalf, Coordinator
Business/Industrial Training
Services Division
State Department of Vocational and
Technical Education

PREFACE

The first formal program for training support personnel for health care facility dietetic departments was developed by Pauline Butler at University Medical Center in Oklahoma City. During the early 1960s, this program, approved by the American Dietetic Association, trained food service supervisors for Oklahoma City hospitals and nursing homes. In 1968, the need to provide such training throughout the state was recognized by Elizabeth Hensler, who was then Director of the Nutrition Division at the State Department of Health. Elizabeth Hensler and Mae Rollow, State Supervisor of Home Economics Division for State Department of Vocational and Technical Education at that time, worked together to set up a delivery system to provide this training statewide as needed. Many revisions have been made in the program since that time; however, none have been as extensive as the development of the current curriculum.

Food Service Worker, Food Production Worker, and *Food Service Supervisor* have been developed in response to a need expressed by former students, employers, and instructors to provide training for those involved in all aspects of preparing and serving foods in the health care facility. This new competency-based curriculum makes it possible to provide training that is job specific. Greater flexibility is combined with improved instructional materials for both instructors and students.

Throughout the planning and development phases of this project, a dedicated curriculum advisory committee and three conscientious and talented writers have cooperated fully with the staff of the Curriculum and Instructional Materials Center to produce a quality product. The result is a set of instructional materials that have the potential to make a significant contribution to improving the quality of nutritional care provided in health care facilities.

Judy Milroy
Dietetic Assistant Program Specialist
Curriculum and Instructional Materials Center
State Department of Vocational and Technical
Education

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Ellen Barker, R.D., Instructor,
Consultant Dietician
Oklahoma City, Oklahoma

Onah Bayless, R.D.
Institutional Services Division
Oklahoma State Department of Health
Oklahoma City, Oklahoma

Carol Beuch, R.D.
Children's Memorial Hospital
Oklahoma City, Oklahoma

Florene Chancey, R.D.
Dietetic Educator
Midwest City, Oklahoma

Naomi Dame, C.D.A.
President of Oklahoma HIEFSS
Bethany, Oklahoma

Glenyce Feeney, R.D.
Department of Corrections
Oklahoma City, Oklahoma

Lou Hall, R.D.
President of Oklahoma Dietetic Association
Pauls Valley, Oklahoma

Francille Hardeman
Institutional Services Division
Oklahoma State Department of Health
Oklahoma City, Oklahoma

Marcy Kirk
Adult Education Curriculum Specialist
State Dept. of Vo-Tech
Stillwater, Oklahoma

Bernice Kopel, Ed.D.
Dept. of Foods, Nutrition and
Institutional Administration
Oklahoma State University
Stillwater, Oklahoma

Barbara McGhee, R.D.
St. John's Hospital
Tulsa, Oklahoma

Jo Roth, R.D., Instructor
Consultant Dietician
Stillwater, Oklahoma

Charlene Spencer, R.D., Chairperson
Oklahoma Consultant Dieticians/
Health Care Facilities
Ada, Oklahoma

Joyce Thompson, Superviser
Home Economics Division
State Dept. of Vo-Tech
Stillwater, Oklahoma

Elsie Ward, C.D.A.
Food Service Director
Eastern State Hospital
Vinita, Oklahoma

Geraldine Williams, R.D., Instructor
Consultant Dietician
Cherokee, Oklahoma

Esther Winterfeldt, Ph.D., R.D., Head
Department of Foods, Nutrition and
Institutional Administration
Oklahoma State University
Stillwater, Oklahoma

A special thank you is extended to Charlotte Slemp, R.D. and St. John's Medical Center for allowing us to take photographs used in this curriculum.

The Graphics Division spent many dedicated hours in the physical production of the book. Under the supervision of Jenny Fowler, the Communications Center typed the drafts and typeset the final copy. Much of this work was done by Dona Landreth, Rose Primeaux, Pat Tate, Lori White, and Crissie Wickham. The Art Department provided a number of original illustrations and laid out the graphics used in the book. Special recognition is given to Dana Welbourne for her contributions. Finally, thanks to the staff of the Print Shop for the superb work done on final production. Noel Wilcoxson and his crew are to be commended.

Thank you to Terra McCluskey, Susan Walker, Jerry Weir, Barbara Harrison, Sue Buck, Lynne Murnane, and Terri Perry for their editorial assistance and to Dana Cole for his photography assistance.

And last, but not least, Bob Patton, Joyce Sawatzky, Marcy Kirk, Terra McCluskey, and the entire staff of the CIMC are to be commended for their dedication to this project. There were many "uncharted waters" to cross because this program was a first in many respects. Their patience, courage, and willingness to cooperate with all involved have made a tremendous contribution to a difficult and lengthy development project.

USE OF THIS PUBLICATION

Instructional Units

Food Service Worker contains five sections and thirteen instructional units. A standard format was established in 1970 for the development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, assignment sheets, and job sheets included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that teachers and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms that may have been used in this material.

A. Name — The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify — The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule — The individual communicates a relationship or principle that could be used to solve problems or perform a task

D. Apply a rule — The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe — The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish — The individual selects an object or event from two or more that are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order — The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct — The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate — The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis)assemble, (dis)connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so that supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

Transparency Masters (white pages in teacher material and green in student material)

Transparency masters provide information in a special way. Transparencies direct the class' attention to the topic of discussion. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary. Transparencies should be made and placed in the notebook where they will be immediately available for use.

Class Assignment Sheets (brown pages) and **Clinical Assignment Sheets** (grey pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or teacher for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomoter skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test — 85 percent in most units — may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each question. The final unit grade should be obtained by using the paper/pencil score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *Machine Shop Lathes* has been abbreviated MS II. The units are then numbered consecutively. An example of a page number is MS II-1. Since CIMC publications are loose leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder for the units. This is more convenient for taking the materials home to study. Upon completion, each unit is placed in a larger binder. The large binders may be purchased at cost from the CIMC. Some teachers store the materials by units in filing cabinets or boxes until needed. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. All tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to apply knowledge of the health field and dietetics in performing the job of the food service worker. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with the health care field and dietetics to their correct definitions.
2. Select from a list trends in the health care field.
3. List types of health care facilities.
4. State the purpose of an organizational chart.
5. Match health care facility team members to their correct functions.
6. Discuss the importance of cooperation among departments and within a department.
7. Select from a list the goals of a health care facility dietary department.
8. State advantages of working in the dietary department of a health care facility.
9. Distinguish among careers in dietetics according to the education required.
10. Arrange in order the courses in this program that lead to becoming a dietetic assistant.
11. Select from a list the personal responsibilities of a food service worker.
12. Describe appropriate ethical conduct for a food service worker.
13. Select from a list the purposes of written policies and procedures.
14. Make recommendations for appropriate ethical conduct for a food service worker.
15. Use the policy and procedure manual.

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Make transparencies.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Develop appropriate learning activities for special needs students.

  G. Invite a dietetic assistant, a dietetic technician, and a dietician to talk to the class about their careers and about opportunities in their fields.

  H. Ask students to bring to class copies of organizational charts for their facilities or departments. Discuss these with the class.

  I. Give test.

  J. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM #1 — Sample Hospital Organizational Chart

    2. TM #2 — Sample Dietary Department Organizational Chart (Large Hospital)

    3. TM #3 — Sample Dietary Department Organizational Chart (Small Facility)

  E. Class Assignment Sheet #1 — Make Recommendations for Appropriate Ethical Conduct for a Food Service Worker

  F. Answers to class assignment sheet

  G. Clinical Assignment Sheet #1 — Use the Policy and Procedure Manual

SUGGESTED ACTIVITIES

H. Answers to clinical assignment sheet

I. Test

J. Answers to test

III. Unit references

A. Hospital, Research and Educational Trust. *Being a Food Service Worker.* Washington, D.C.: Robert J. Brady Co., 1967.

B. Knoll, Ann P. *Food Service Management: A Human Relations Approach.* New York: McGraw-Hill, Inc., 1976.

C. Mahaffey, Mary J., et al. *Food Service Manual for Health Care Institutions,* 1981 edition. Chicago: The American Hospital Association, 1981.

D. Rogers, Helen V., and Ann Benson. *Practical Nursing: Volume I,* rev. by Jamee Reid Sloan. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1981.

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. American Dietetic Association (ADA) — Professional organization for dietetic technicians and dieticians; the organization's purpose is to ensure quality nutritional care and information

B. Ethics — Standards of conduct established as a moral guide to human behavior

C. Hospital, Institution, and Educational Food Service Society (HIEFSS) — Professional membership society for dietetic assistants and dietetic technicians; the society's purpose is to maintain a high level of competency and quality in dietary departments of health care and educational facilities

D. Organizational chart — Schematic illustration of the departments and/or positions in a facility; shows lines of communication and lines of authority and responsibility

E. Preventive health care — An approach to health care emphasizing life habits that help to reduce the risk of illness throughout life

EXAMPLES: Controlling weight, not smoking, exercising

F. Rehabilitation — Process of restoring to a condition of health or to a state of useful and constructive activity

II. Trends in the health care field

A. Preventive health care is being stressed

(NOTE: Nutrition is a very important aspect of preventive health care.)

B. Efforts are being made to control health care costs

C. Average length of hospital stay is decreasing

D. More services are being provided on an outpatient basis

E. Technology is changing very rapidly

(NOTE: Changing technology requires continuing education and training of those who work in health care facilities.)

INFORMATION SHEET

F. Federal, state, and local regulations are constantly changing

(NOTE: Following years of building a complicated maze of rules and regulations, attempts are now being made to simplify the regulatory process while maintaining quality care standards.)

G. Less money is available from the federal government

III. Types of health care facilities

A. Acute-care hospitals

EXAMPLES: Large medical centers, community hospitals

B. Long-term-care facilities

EXAMPLES: Nursing homes, homes for the mentally retarded

C. Mental-health-care facilities

EXAMPLES: State mental hospitals, private psychiatric centers

D. Rehabilitation centers

EXAMPLES: Veteran's rehabilitation centers, substance-abuse centers

E. Outpatient clinics

EXAMPLES: Minor-emergency centers, minor-surgery centers

IV. Purpose of an organizational chart — To show how each job fits into the overall organization of the department or the facility (Transparencies #1-#3)

(NOTE: To show how important one job is as compared with others is *not* the purpose of an organizational chart.)

V. Health care facility team members and their functions

(NOTE: The following are only a few of the areas that may make up a health team. Within each department or division are skilled workers who have expertise in their fields and who perform important functions in the care of patients.)

A. Nursing service — Provides direct patient care; responsibilities depend on nursing care patterns, level of expertise, type of unit staffing

EXAMPLES: Director of nursing, supervisor or head nurse, staff nurse, charge nurse, unit nurse, team leader, medication nurse, nursing assistant and/or orderly

INFORMATION SHEET

B. Physician — Diagnoses and directs medical care, treatment of disease, and maintenance of health

C. Laboratory — Obtains and performs tests on a variety of specimens

D. Radiology — Takes and evaluates X rays; provides treatment in some expanded areas

E. Physical therapy — Assists those suffering from disability to regain physical function; rehabilitates

F. Respiratory therapy — Carries out pulmonary function tests and gives treatments for respiratory disorders

G. Pharmacy — Prepares medications, gives in-service classes on new drugs and administration procedures, and in many institutions, is a part of the Code Blue team

(NOTE: The Code Blue team is made up of designated health care personnel who are skilled in various areas and are able to respond to an emergency call, usually a cardiac or respiratory arrest call.)

H. Dietetics — Provides nutritional care for patients, including education and counseling for specific modifications of diet

EXAMPLES: Dietician, dietetic technician, dietetic assistant, cook, food service worker

I. Medical records — Maintains patients' medical data

J. Housekeeping — Maintains clean, sanitary environment, not only to prevent the spread of bacteria but also to ensure patients' comfort

K. Maintenance — Keeps all equipment in good repair and manages the overall building effectiveness

L. Social services — Provides assistance to patients and families with personal problems

M. Pastoral care — Provides comfort and reassurance for patients and families who need religious counseling and support

(NOTE: Many times social services and pastoral care are combined to make up a department known as "patient relations" or "patient services.")

N. Inservice — Provides continuing education for all the various departments of the hospital

O. Pathology — Interprets and diagnoses disorders and diseases by looking at the involved tissues

INFORMATION SHEET

P. Anesthesia — Administers agents used to produce loss of sensation during procedures that would otherwise be uncomfortable for the patient; involves various levels of personnel

VI. Importance of cooperation among departments and within a department

(NOTE: The patient is the one who is affected most by lack of cooperation among health facility personnel.)

A. Among departments — Most services provided to the patient involve more than one department

EXAMPLE: Dietary sets up trays and nursing delivers trays to patients.

B. Within a department — Many jobs in food service overlap and require teamwork

EXAMPLE: Cooks must have food ready in time for cafeteria workers to set up the line.

VII. Goals of health care facility dietary department

(NOTE: It is expected that all goals will be carried out in a safe, sanitary, and financially sound way.)

A. To provide nutritional care to meet individual needs of patients

B. To provide meal service to personnel and visitors

C. To provide educational experiences for students in the health field

VIII. Advantages of working in the dietary department of a health care facility

A. Steady employment

B. Possibility of advancement

C. Opportunity to be of service to others

IX. Educational requirements for careers in dietetics

A. Dietetic assistant (DA) or certified dietetic assistant (CDA)

1. Successful completion of an American Dietetic Association-approved program that includes at least 90 hours of classroom work and 150 hours of supervised clinical experience

(NOTE: These individuals are eligible for certification by and membership in the Hospital, Institution, and Educational Food Service Society [HIEFSS].)

INFORMATION SHEET

2. Maintenance of continuing education requirements as established by HIEFSS, if certified

B. Dietetic technician (DT) or certified dietetic technician (CDT)

1. Successful completion of an associate degree (two-year) program of classroom and clinical experience that has been approved as meeting the standards established by the American Dietetic Association

(NOTE: These individuals are eligible for technician membership in the American Dietetic Association and/or for certified dietetic technician membership in HIEFSS.)

2. Maintenance of continuing education requirements as established by HIEFSS, if certified

C. Registered dietician (RD)

1. Successful completion of a baccalaureate degree (four-year) program in food service systems management, nutrition, or dietetics, and completion of clinical experiences through any one of the following

   a. Coordinated undergraduate program

   b. Dietetic internship (nine months to one year)

   c. Three-year preapproved work experience

   d. Advanced degree (masters or doctorate) plus six months' qualifying work experience

2. Successful completion of the registration examination of the Commission on Dietetic Registration

(NOTE: These individuals are eligible for active membership in the American Dietetic Association and for registration with the Commission on Dietetic Registration.)

3. Maintenance of continuing education requirements established by the American Dietetic Association

X. Courses in this program that lead to becoming a dietetic assistant

(NOTE: In this program, successful completion of all three of the following courses leads to eligibility to become a certified dietetic assistant [CDA].)

A. Food service worker

EXAMPLES: Dietary aide, dishmachine operator, tray assembler

B. Food production worker

EXAMPLES: Cook, cook's helper, baker

INFORMATION SHEET

C. Food service supervisor

EXAMPLES: Production supervisor, dietetic services supervisor, cafeteria supervisor

XI. Personal responsibilities of a food service worker

A. Report to work as scheduled

(NOTE: If unable to report as scheduled, call the facility before your shift begins to let your supervisor know.)

B. Maintain a neat appearance

C. Use clean and sanitary work habits

D. Follow instructions of supervisor

E. Learn and follow policies and procedures of the facility

F. Display a positive work attitude

G. Follow facility's code of ethics

EXAMPLES: Follow facility's code concerning handling of confidential information, acceptance of gifts and gratuities

H. Show courtesy to staff, patients, and visitors

I. Follow established procedures for expressing complaints or grievances

J. Give adequate notice if you decide to resign

XII. Appropriate ethical conduct for a food service worker (Class Assignment Sheet #1)

A. Toward patient

1. Handle confidential information appropriately

EXAMPLES: Information revealed to you by a patient, information regarding the patient's medical care

2. Follow facility's policy regarding acceptance of gifts or gratuities from patient or patient's family

B. Toward employer

1. Avoid criticizing your facility in public

(NOTE: If you must criticize, do so to the management of the facility, who can take measures to correct problems.)

INFORMATION SHEET

2. Be productive

   (NOTE: Surveys have shown that food service employees are only 40 percent to 50 percent productive. When you waste time, you are being unfair to your employer by accepting pay for work you have not done.)

3. Be honest

   EXAMPLE: Use sick days only when you are actually ill

C. Toward co-worker

   1. Avoid spreading gossip or rumors about a fellow employee

   2. Do not blame someone else for errors you have made

   3. Do not accept credit for ideas someone else has had or for good work someone else has done

XIII. Purposes of written policies and procedures (Clinical Assignment Sheet #1)

   A. Provide information for doing a job correctly

   B. Promote teamwork

   C. Establish standards to use as a measure of performance

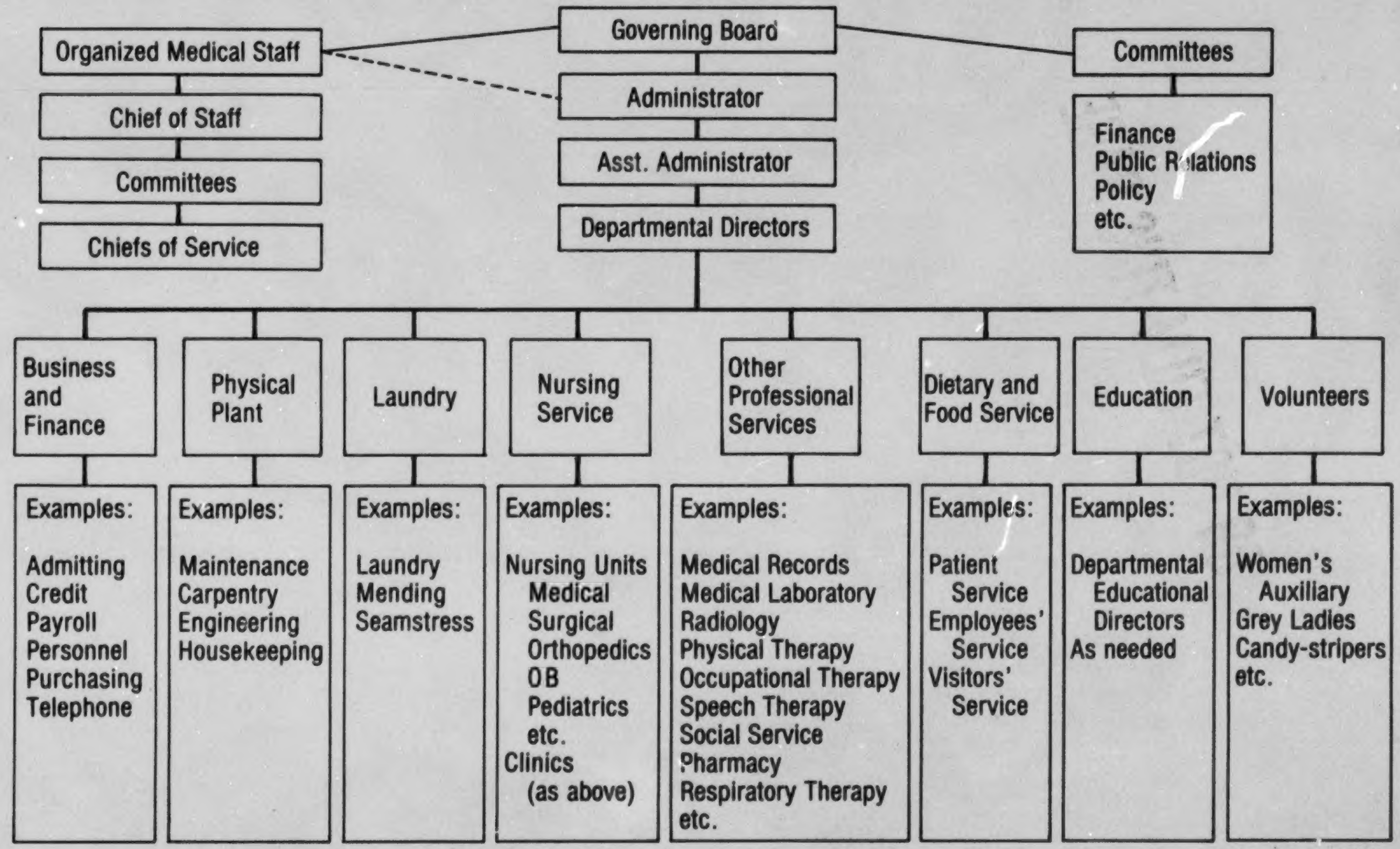
   D. Prevent favoritism and misunderstanding

   E. Serve as a communication tool between management and employees

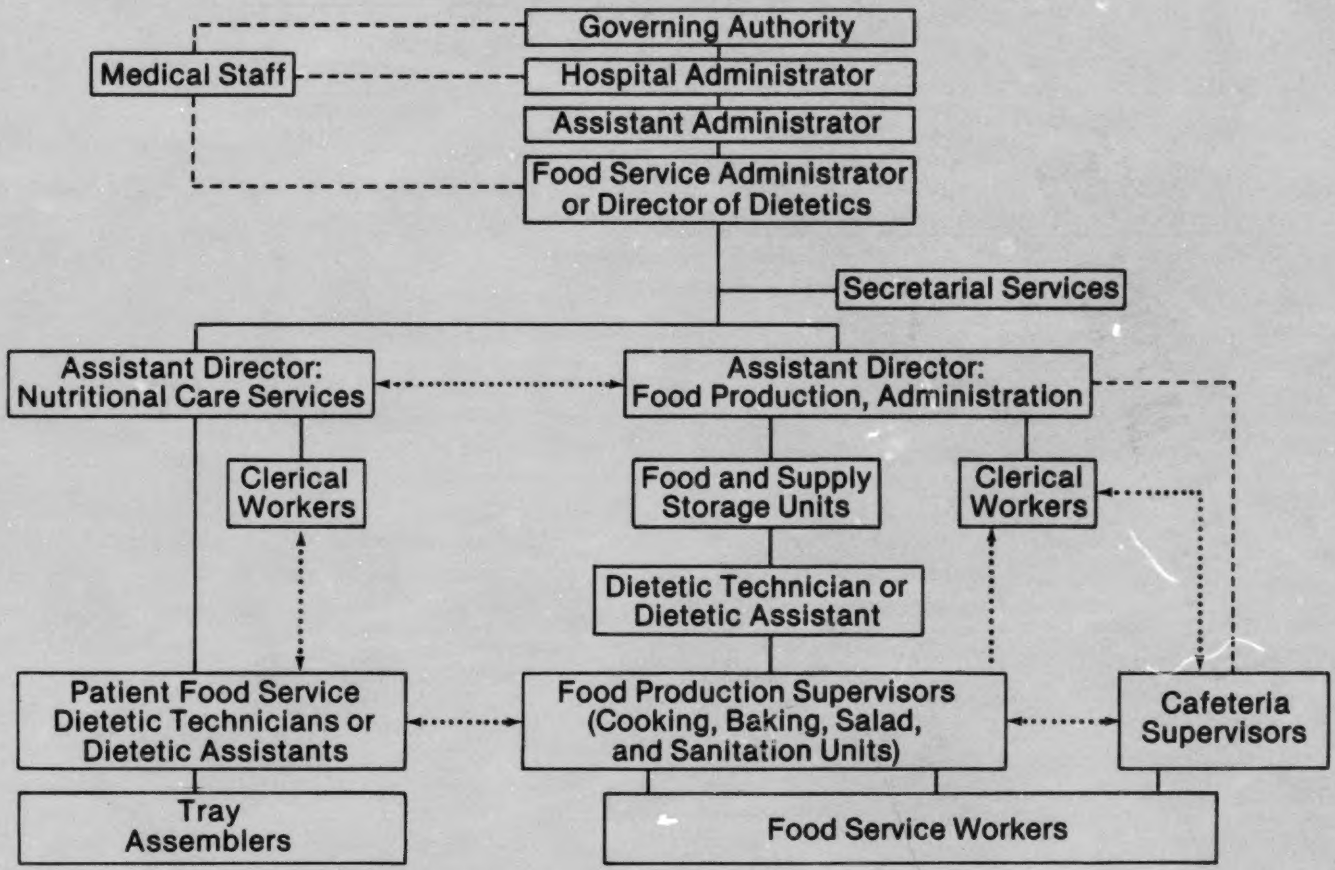
   F. Meet requirements of surveying agencies

   EXAMPLES: Title XIX, Medicare (Title XVIII), JCAH

Sample Hospital Organizational Chart


Governing Board
Organized Medical Staff
Chief of Staff
Committees
Chiefs of Service
Administrator
Asst. Administrator
Departmental Directors
Committees
Finance
Public Relations
Policy
etc.
Business and Finance
Physical Plant
Laundry
Nursing Service
Other Professional Services
Dietary and Food Service
Education
Volunteers
Examples: Admitting, Credit, Payroll, Personnel, Purchasing, Telephone
Examples: Maintenance, Carpentry, Engineering, Housekeeping
Examples: Laundry, Mending, Seamstress
Examples: Nursing Units (Medical, Surgical, Orthopedics, OB, Pediatrics, etc.), Clinics (as above)
Examples: Medical Records, Medical Laboratory, Radiology, Physical Therapy, Occupational Therapy, Speech Therapy, Social Service, Pharmacy, Respiratory Therapy, etc.
Examples: Patient Service, Employees' Service, Visitors' Service
Examples: Departmental Educational Directors, As needed
Examples: Women's Auxiliary, Grey Ladies, Candy-stripers, etc.

Sample Dietary Department Organizational Chart (Large Hospital)



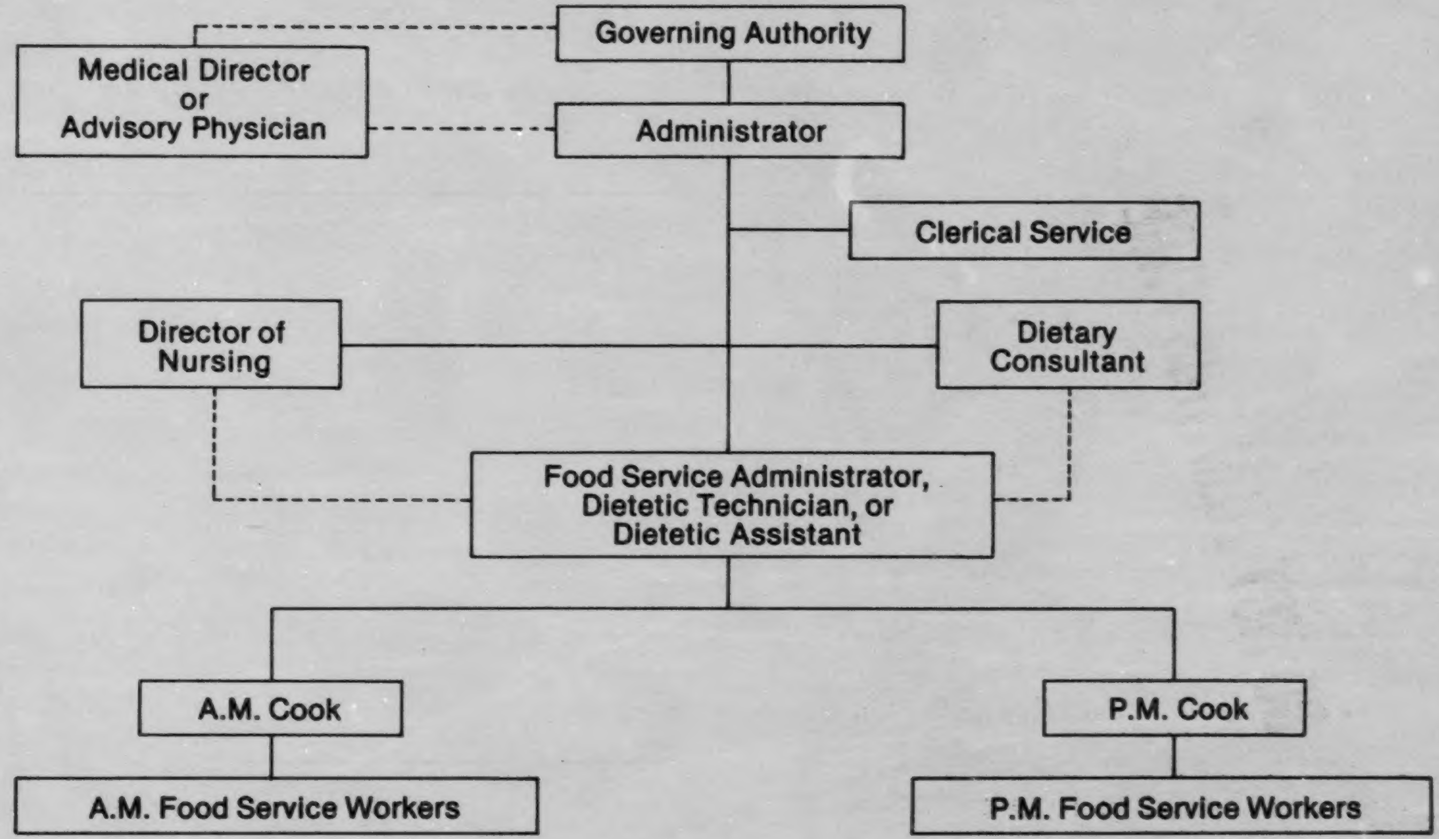
Governing Authority
Medical Staff
Hospital Administrator
Assistant Administrator
Food Service Administrator or Director of Dietetics
Secretarial Services
Assistant Director: Nutritional Care Services
Assistant Director: Food Production, Administration
Clerical Workers
Food and Supply Storage Units
Clerical Workers
Dietetic Technician or Dietetic Assistant
Patient Food Service Dietetic Technicians or Dietetic Assistants
Food Production Supervisors (Cooking, Baking, Salad, and Sanitation Units)
Cafeteria Supervisors
Tray Assemblers
Food Service Workers

Source: *Food Service Manual for Health Care Institutions*, by Mahaffey, Mennes, & Miller, published by the American Hospital Association, copyright 1981.

TM #2

FSW-15-A

Sample Dietary Department Organizational Chart
(Small Facility)


Governing Authority
Medical Director or Advisory Physician
Administrator
Clerical Service
Director of Nursing
Dietary Consultant
Food Service Administrator, Dietetic Technician, or Dietetic Assistant
A.M. Cook
P.M. Cook
A.M. Food Service Workers
P.M. Food Service Workers

Adapted, with permission, from *Food Service Manual for Health Care Institutions*, published by the American Hospital Association, copyright 1981.

TM #3

FSW-17-A

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

CLASS ASSIGNMENT SHEET #1 — MAKE RECOMMENDATIONS FOR APPROPRIATE ETHICAL CONDUCT FOR A FOOD SERVICE WORKER

NAME ________________________ SCORE ____________

One of the personal responsibilities of food service workers is to conduct themselves in an ethical manner. The following are typical situations that food service workers frequently face, and that require them to make decisions of an ethical nature. Read the situations and select the correct answers by writing an "X" in the appropriate blank. Add your comments in the spaces provided. After you have finished, your instructor will ask you to discuss your answers with the class.

A. You want to attend your sister's wedding next week, but you are scheduled to be on duty. You do not have any vacation days left. You should —

_____1. Call in sick the day of the wedding

_____2. Tell your supervisor that you need time off to attend your grandmother's funeral

_____3. Ask your supervisor if you can trade days off with a co-worker

_____4. Call the day of the wedding and say that your car will not start

Comments: ____

____

____

B. A grateful patient offers you twenty dollars because you have been so helpful and kind during the patient's stay in your facility. You should —

_____1. Take the money, and do not say anything to anyone

_____2. Tell the patient that you cannot take the money, but that you are happy to have helped in making the patient's stay more pleasant

_____3. Take the money, but donate it to your church

_____4. Tell the patient to wait until he or she is discharged before sending the money to your home address

Comments: ____

____

____

CLASS ASSIGNMENT SHEET #1

C. On your coffee break this morning, one of your co-workers told you she heard that the new dishmachine operator was a former mental patient and an alcoholic. She encouraged you to stay away from the dishmachine operator and to warn everyone else to do the same. You should —

_____1. Treat the new employee just like any other new employee: give all new employees a chance to succeed in a new job

_____2. Pass the word along to everyone at lunch

_____3. Ask your supervisor if the story is true before you tell anyone

_____4. Do not gossip about the new employee at work, but call friends when you get home

Comments: ____

____

____

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

ANSWERS TO CLASS ASSIGNMENT SHEET

A. 3

B. 2

C. 1

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

CLINICAL ASSIGNMENT SHEET #1 — USE THE POLICY AND PROCEDURE MANUAL

NAME ______________________________ SCORE ____________

The dietary department of every health care facility should have written policies and procedures. As an employee, you must know these policies and procedures in order to function in your job.

PART I

Interview your supervisor or department head and record his or her answers to the following questions.

A. Where is our department policy and procedure manual kept?

B. How is the material it contains used by employees?

C. How can you locate in the policy and procedure manual the information you need?

CLINICAL ASSIGNMENT SHEET #1

PART II

Use the policy and procedure manual to locate information on each of the following topics. Reply to the questions about each by writing your answers in the spaces provided.

A. Infection control

1. What are employees to do when they think they have an infectious illness?

____

____

____

____

____

2. How are trays for patients in isolation to be set up, served, and disposed of?

____

____

____

____

____

3. Are employees required to have a physical? _______ How often?

____

Is a TB skin test and/or chest X ray required? _______________

B. Diet orders

1. How are diet orders communicated from nursing to dietary?

____

____

____

____

CLINICAL ASSIGNMENT SHEET #1

2. How are trays identified by dietary to be sure that patients get the correct diet?

____

____

____

____

3. How is dietary notified of changes in diet orders? How is dietary notified of discharges?

____

____

____

____

4. How often are diet orders checked to be sure that they are correct?

____

____

C. Fire safety

1. What are dietary employees to do if a fire occurs in their area?

____

____

____

____

____

CLINICAL ASSIGNMENT SHEET #1

2. Is a code word used in alerting others of a fire? ______________________

If so, what is it? ______________________

3. What are dietary employees to do when there is a fire in another area?

____

____

____

____

____

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

ANSWERS TO CLINICAL ASSIGNMENT SHEET

Evaluated to the satisfaction of the clinical instructor

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

TEST

NAME ____ SCORE ________________

1. Match terms associated with the health care field and dietetics to their correct definitions. Write the correct numbers in the blanks.

_____a. Professional membership society for dietetic assistants and dietetic technicians; the society's purpose is to maintain a high level of competency and quality in dietary departments of health care and educational facilities

_____b. Process of restoring to a condition of health or to a state of useful and constructive activity

_____c. Schematic illustration of the departments and/or positions in a facility; shows lines of communication and lines of authority and responsibility

_____d. Standards of conduct established as a moral guide to human behavior

_____e. Professional organization for dietetic technicians and dieticians; the organization's purpose is to ensure quality nutritional care and information

_____f. An approach to health care emphasizing life habits that help to reduce the risk of illness throughout life

1. Organizational chart
2. Hospital, Institution, and Educational Food Service Society (HIEFSS)
3. Ethics
4. Rehabilitation
5. Preventive health care
6. American Dietetic Association (ADA)

2. Select from the following list trends in the health care field. Write an "X" in the blank before each correct answer.

_____a. Federal, state, and local regulations are constantly changing

_____b. More money is available from the federal government

_____c. Fewer services are being provided on an outpatient basis

_____d. Average length of hospital stay is increasing

_____e. Efforts are being made to control health care costs

_____f. Preventive health care is being stressed

TEST

3. List three types of health care facilities.

   a. ______________________________

   b. ______________________________

   c. ______________________________

4. State the purpose of an organizational chart.

   ____

   ____

5. Match health care facility team members to their correct functions. Write the correct numbers in the blanks. Question continues on the next page.

   _____a. Takes and evaluates X rays; provides treatment in some expanded areas

   _____b. Obtains and performs tests on a variety of specimens

   _____c. Prepares medications, gives in-service classes on new drugs and administration procedures, and in many institutions, is a part of the Code Blue team

   _____d. Maintains patients' medical data

   _____e. Interprets and diagnoses disorders and diseases by looking at the involved tissues

   _____f. Provides assistance to patients and families with personal problems

   _____g. Provides nutritional care for patients, including education and counseling for specific modifications of diet

   _____h. Carries out pulmonary function tests and gives treatments for respiratory disorders

   _____i. Assists those suffering from disability to regain physical function; rehabilitates

   _____j. Diagnoses and directs medical care, treatment of disease, and maintenance of health

   1. Pathology
   2. Pharmacy
   3. Laboratory
   4. Radiology
   5. Social services
   6. Dietetics
   7. Physician
   8. Physical therapy
   9. Respiratory therapy
   10. Medical records

TEST

______k. Maintains clean, sanitary environment, not only to prevent the spread of bacteria but also to ensure patients' comfort

______l. Provides direct patient care; responsibilities depend on nursing care patterns, level of expertise, type of unit staffing

______m. Keeps all equipment in good repair and manages the overall building effectiveness

______n. Administers agents used to produce loss of sensation during procedures that would otherwise be uncomfortable for the patient; involves various levels of personnel

______o. Provides continuing education for all the various departments of the hospital

______p. Provides comfort and reassurance for patients and families who need religious counseling and support

11. Maintenance
12. Inservice
13. Anesthesia
14. Pastoral care
15. Housekeeping
16. Nursing service

6. Discuss the importance of cooperation among departments and within a department.

a. Among departments — ____

____

b. Within a department — ____

____

7. Select from the following list the goals of a health care facility dietary department. Write an "X" in the blank before each correct answer.

______a. To provide extra income to the family

______b. To provide educational experiences for students in the health field

______c. To provide nutritional care to meet individual needs of patients

______d. To provide meal service to personnel and visitors

______e. To provide jobs for cooks

TEST

8. State two advantages of working in the dietary department of a health care facility.

   a. ______________________________

   b. ______________________________

9. Distinguish among careers in dietetics according to the education required. Write the correct numbers in the blanks.

_____a.
1) Successful completion of an associate degree (two-year) program of classroom and clinical experience that has been approved as meeting the standards established by the American Dietetic Association
2) Maintenance of continuing education requirements as established by HIEFSS, if certified

_____b.
1) Successful completion of a baccalaureate degree (four-year) program in food service systems management, nutrition, or dietetics, and completion of clinical experiences through any one of the following
   a) Coordinated undergraduate program
   b) Dietetic internship (nine months to one year)
   c) Three-year preapproved work experience
   d) Advanced degree (masters or doctorate) plus six months' qualifying work experience
2) Successful completion of the registration examination of the Commission on Dietetic Registration
3) Maintenance of continuing education requirements established by the American Dietetic Association

_____c.
1) Successful completion of an American Dietetic Association-approved program that includes at least 90 hours of classroom work and 150 hours of supervised clinical experience
2) Maintenance of continuing education requirements as established by HIEFSS, if certified

1. Registered dietician (RD)
2. Dietetic technician (DT) or certified dietetic technician (CDT)
3. Dietetic assistant (DA) or certified dietetic assistant (CDA)

TEST

10. Arrange in order the courses in this program that lead to becoming a dietetic assistant. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Food service supervisor

_____b. Food service worker

_____c. Food production worker

11. Select from the following list the personal responsibilities of a food service worker. Write an "X" in the blank before each correct answer.

_____a. Learn and follow policies and procedures of the facility

_____b. Do your job your way; it is much faster

_____c. Show courtesy to staff, patients, and visitors

_____d. Maintain a neat appearance

_____e. Display a positive work attitude

_____f. Follow facility's code of ethics

_____g. Follow instructions of supervisor

_____h. Use clean and sanitary work habits

_____i. Give adequate notice if you decide to resign

_____j. Express complaints or grievances to co-workers, never to your supervisor

_____k. Report to work as scheduled

12. Describe appropriate ethical conduct for a food service worker.

a. Toward patient

1) ______________________________

2) ______________________________

b. Toward employer

1) ______________________________

2) ______________________________

3) ______________________________

TEST

c. Toward co-worker

1) ____________________

2) ____________________

3) ____________________

13. **Select from the following list the purposes of written policies and procedures. Write an "X" in the blank before each correct answer.**

_____a. Provide an impressive book for surveyors

_____b. Give the food service supervisor something to do

_____c. Meet requirements of surveying agencies

_____d. Provide information for doing a job correctly

_____e. Promote teamwork

_____f. Protect employees from being asked to do something that is not their job

_____g. Serve as a communication tool between management and employees

_____h. Prevent favoritism and misunderstanding

_____i. Establish standards to use as a measure of performance

(NOTE: Test questions 14 and 15 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

14. **Make recommendations for appropriate ethical conduct for a food service worker.**

15. **Use the policy and procedure manual.**

ORIENTATION TO THE HEALTH FIELD AND DIETETICS
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 222. The point total for questions 1-13 is 142; the point total for questions 14 and 15 is 80.)

1. (12 points)

a.	2	d.	3
b.	4	e.	6
c.	1	f.	5

2. (12 points)

a, e, f

3. (3 points)

Answer should include any three of the following

a. Acute-care hospitals

b. Long-term-care facilities

c. Mental-health-care facilities

d. Rehabilitation centers

e. Outpatient clinics

4. (3 points)

To show how each job fits into the overall organization of the department or the facility

5. (32 points)

a.	4	e.	1	i.	8	m.	11
b.	3	f.	5	j.	7	n.	13
c.	2	g.	6	k.	15	o.	12
d.	10	h.	9	l.	16	p.	14

ANSWERS TO TEST

6. (4 points)

   Discussion should include the following

   a. Among departments — Most services provided to the patient involve more than one department

   b. Within a department — Many jobs in food service overlap and require teamwork

7. (10 points)

   b, c, d

8. (4 points)

   Answer should include any two of the following

   a. Steady employment

   b. Possibility of advancement

   c. Opportunity to be of service to others

9. (6 points)

   a. 2

   b. 1

   c. 3

10. (9 points)

    a. 3

    b. 1

    c. 2

11. (21 points)

    a, c, d, e, f, g, h, i, k

ANSWERS TO TEST

12. (8 points)

Description should include the following

a. Toward patient

    1) Handle confidential information appropriately

    2) Follow facility's policy regarding acceptance of gifts or gratuities from patient or patient's family

b. Toward employer

    1) Avoid criticizing your facility in public

    2) Be productive

    3) Be honest

c. Toward co-worker

    1) Avoid spreading gossip or rumors about a fellow employee

    2) Do not blame someone else for errors you have made

    3) Do not accept credit for ideas someone else has had or for good work someone else has done

13. (18 points)

c, d, e, g, h, i

14. Evaluated to the satisfaction of the class instructor (30 points)

15. Evaluated to the satisfaction of the clinical instructor (50 points)

BASIC NUTRITION
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to list the food groups in the Daily Food Guide and distinguish between good and poor eating habits. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with basic nutrition to their correct definitions.
2. List ways in which the body uses food.
3. Name the six classes of nutrients.
4. Select from a list classes of nutrients that supply energy to the body.
5. Match nutrient classes to their primary functions in the body.
6. Select from a list good food sources of each class of nutrient.
7. Name factors that influence food choices.
8. Discuss reasons that people do not eat properly.
9. List food groups in the Daily Food Guide.
10. Distinguish between characteristics of good and poor nutrition.
11. Evaluate personal eating habits.
12. Classify foods eaten according to food groups.
13. Collect information concerning individual food preferences.

BASIC NUTRITION
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order materials to supplement unit.

1. Pamphlets

   a. *Guide to Good Eating.* National Dairy Council, 1981. Available from the National Dairy Council, 6300 North River Road, Rosemont, Illinois 60018.

   b. *Food Is More Than Just Something to Eat.* U.S. Department of Agriculture, n.d. Available from U.S. Department of Agriculture, U.S. Government Printing Office, Pueblo, Colorado 81009.

   c. *Guide to Wise Food Choices.* National Dairy Council, 1979. Available from the National Dairy Council, 6300 N. River Road, Rosemont, Illinois 60018.

2. Films

   a. *Food for a Modern World.* Color, 16mm, 22 minutes, Association Films, Inc., 1968. Available from Association Films, Inc., 8615 Directors Row, Dallas, Texas 75247.

      (NOTE: This film contrasts food production in America in the 1900s and today. It shows methods that have been developed to produce more food on less land, agricultural technology, pesticides, constant shortage of food in the world, concern of population growth, and need to extend worldwide application of modern agricultural techniques.)

   b. *Food for Life.* Color, 16mm, 21 minutes, Association Films, Inc., 1968. Available from Association Films, Inc., 8615 Directors Row, Dallas, Texas 75247.

      (NOTE: Highly recommended, this film develops its story around four cases of malnutrition: a teenager living in India where the food supply is insufficient; an American teenager who has enough to eat, but chooses the wrong kinds of foods; a 16-year-old boy in Columbia who has plenty to eat, but lacks sufficient variety; and another American who is overweight and rarely exercises.)

SUGGESTED ACTIVITIES

c. *What's Good to Eat.* Color, 18 minutes, Association Films, Inc., 1978. Available from Association Films, Inc., 8615 Directors Row, Dallas, Texas 75247.

(NOTE: This film is available on a free-loan basis to Oklahoma teachers only. Oklahoma teachers may order the film from the State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1500 West Seventh Street, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the address accompanying the film. Highly recommended, this film develops these major concepts: [1] variety is important, but selectivity produces good health; [2] the body needs nutrients to supply energy; [3] the body needs specific nutrients supplied by particular foods; [4] food supplies material that makes bodies grow, but when the body stops growing, it continues to utilize these materials for cell repair and replacement; [5] all food supplies nutrients; [6] what foods the Daily Food Guide includes; and [7] the combination of foods from the Daily Food Guide at every meal.)

3. Filmstrips

a. *Concepts in Nutrition: Cultural Foundations of Diet.* Color, 35mm filmstrip and audio cassette. Available from Trainex Corporation, P. O. Box 116, Garden Grove, California 92642.

(NOTE: This program discusses how diet patterns are formed and changed. It begins with a discussion of how diet is related to one's cultural environment. Then elements that affect diet patterns are presented, including developmental factors, ethnic or regional origin, socioeconomic status, and religious beliefs. The program acknowledges the variety of diet patterns that provide similar nutritional value and encourages an individual, informed approach to diet planning and patient education.)

b. *Concepts in Nutrition: Diet and Health.* Color, 35mm filmstrip and audio cassette. Available from Trainex Corporation, P. O. Box 116, Garden Grove, California 92642.

c. *Concepts in Nutrition: Guidelines in Diet Selection.* Color, 35mm filmstrip and audio cassette. Available from Trainex Corporation, P. O. Box 116, Garden Grove, California 92642.

d. *Food to Live On.* (Filmstrip teaching kit.) Four 35mm filmstrips with audio cassettes, 12-15 minutes each, 1978. Available from Tupperware Home Parties, Educational Services Dept. FLO-8, P. O. Box 2353, Orlando, Florida 32802.

e. *Meal Planning Series.* (Filmstrip teaching kit.) Butterick Publishing Company, n.d. Available from Butterick Publishing Company P. O. Box 1914, Altoona, Pennsylvania 16603.

SUGGESTED ACTIVITIES

4. Game--"The Nutrition Game." Available for purchase from Graphics Company, P. O. Box 331, Urbana, Illinois 61801.

   (NOTE: Game emphasizes the importance of good nutrition.)

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Develop appropriate learning activities for special needs students.

G. Have available a box of granola cereal and a box of Cheerios. Have students compare nutrients available in one serving of each by comparing labels.

H. Obtain a grocery sack of varied foodstuffs. Take one food at a time out of the sack and discuss which food group it would be categorized in and the classes of nutrients it would contain.

I. Have class identify foods by reading ingredients on labels without giving name of food item.

J. Display a map of the United States. Place pins or other markers on map to show regional food differences.

K. Have volunteers list on a board traditional Christmas dinners. Lead class discussion on variations and customs of holiday meals.

L. Have students brainstorm the influence of mass media on food acceptance.

M. Request that each student bring a *fad diet* to class and evaluate it using as a guide the Daily Food Guide.

N. Encourage students to watch television advertisements and make a list of any that promote foods from the first four categories in the Daily Food Guide versus a list of those that promote foods in the Other Foods category.

O. Give test.

P. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

SUGGESTED ACTIVITIES

C. Information sheet

D. Class assignment sheets

  1. Class Assignment Sheet #1--Name Classes of Nutrients According to Their Functions
  2. Class Assignment Sheet #2--Name Classes of Nutrients According to Their Food Sources
  3. Class Assignment Sheet #3--Select Foods According to Food Groups
  4. Class Assignment Sheet #4--Evaluate Personal Eating Habits

E. Answers to class assignment sheets

F. Clinical assignment sheets

  1. Clinical Assignment Sheet #1--Classify Foods Eaten According to Food Groups
  2. Clinical Assignment Sheet #2--Collect Information Concerning Individual Food Preferences

G. Answers to clinical assignment sheets

H. Test

I. Answers to test

III. Unit references

A. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core,* rev. by Joyce Sawatzky. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

B. Deutsch, Ronald M. *The Family Guide to Better Food and Better Health.* Des Moines, Iowa: Meredith Corp., 1971.

C. *Eat to Live.* Chicago: Wheat Flour Institute, 1970.

D. Livermon, Marjorie, ed. *Oklahoma Diet Manual.* Oklahoma City, Oklahoma: Oklahoma Dietetic Association, 1982.

E. Mitchell, Helen S., et al. *Nutrition in Health and Disease,* 16th ed. Philadelphia: J. B. Lippincott Co., 1976.

F. Robinson, Corrine H. *Basic Nutrition and Diet Therapy,* 4th ed. New York: Macmillan Publishing Co., Inc., 1980.

G. Truitt, Debbie. *Foods and Nutrition: In-Depth Curriculum.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1977.

BASIC NUTRITION
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Daily Food Guide--Guide that separates foods into groups to help plan meals; the groups are milk and dairy, meat, fruit and vegetable, bread and cereal, and other foods

  (NOTE: Amounts needed from each group vary with stages of the life cycle.)

- B. Diet--Foods and beverages consumed each day

- C. Good eating habits--Eating daily the correct amounts of each of the Daily Food Guide foods to support life, growth, and activity

  (NOTE: Good eating habits promote good nutrition that builds a strong, healthy body; helps keep the body in good repair; provides energy; maintains body's resistance to disease; and ensures proper functioning of body processes whether physical, mental, or emotional.)

- D. Nutrients--Chemical compounds in food that give nourishment to the body

  (NOTE: There are sixty known nutrients in food that are needed by the body. Each has a certain special job to do, and several nutrients work together to perform some services for the body that no one nutrient can do alone.)

- E. Nutrition--Study of foods, how they are used by the body, and their relation to health

- F. Poor eating habits--Eating only certain foods and allowing real or imagined dislikes to influence food choices with no concern for nutritional needs

- G. Recommended Daily Allowances (RDA)--Intake levels of essential nutrients considered to be adequate to meet known nutritional needs of practically all healthy adults

- H. Well-balanced diet--Foods and beverages consumed each day that include needed amounts of necessary nutrients

II. Ways in which the body uses food

- A. For energy and warmth

- B. For growth and repair

- C. For regulation of body processes

  EXAMPLE: Vitamins are necessary for foods to be used by cells.

INFORMATION SHEET

III. Six classes of nutrients (Class Assignment Sheet #1)
  A. Proteins
  B. Fats
  C. Carbohydrates
  D. Vitamins
  E. Minerals
  F. Water

IV. Classes of nutrients that supply energy to the body
  A. Carbohydrates
  B. Fats
  C. Proteins

V. Primary functions of nutrients in the body (Class Assignment Sheet #1)
  A. Proteins
    1. Build and repair body tissue
    2. Support growth and supply energy
  B. Fats
    1. Insulate body and help maintain body temperature
    2. Supply and store energy
  C. Carbohydrates
    1. Supply energy
    2. Spare protein
  D. Vitamins
    1. Maintain healthy condition of body cells
    2. Help in digestion of other foods
  E. Minerals
    1. Build and repair bones and teeth
    2. Regulate many body functions

INFORMATION SHEET

F. Water

1. Carries nutrients to body cells
2. Carries waste products away from cells

VI. Good food sources of each class of nutrient (Class Assignment Sheet #2)

A. Proteins are found in meats, eggs, poultry, milk, fish, cheese, dried beans, dried peas, and nuts

B. Carbohydrates are found in breads, cereals, fruits, vegetables, milk, dairy products, sugar, and syrup

C. Fats are found in butter, oil, margarine, lard, meats, poultry, fish, whole milk, cream, and salad dressings

D. Vitamins are found in meats, milk, fruits, vegetables, and enriched or whole-grain breads and cereals

E. Minerals are found in meats (especially liver), eggs, milk and dairy products, vegetables, and enriched or whole-grain breads and cereals

F. Water is found in beverages, soups, juices, milk, fruits, and vegetables

VII. Factors that influence food choices

A. Nationality

B. Religion

C. Customs

D. Region of country

E. Available food supply

F. Food safety

EXAMPLE: Availability of refrigeration

G. Economics

H. Family traditions

I. Current food trends

J. Food advertisements in mass media

K. Marketing of foods

L. Social factors

M. Appetite

INFORMATION SHEET

N. Food preferences

O. Food acceptance

P. Food selection

Q. Education

(NOTE: Food choices may be difficult to change because familiar foods offer comfort and security to the individual.)

VIII. Reasons that people do not eat properly (Clinical Assignment Sheet #2)

(NOTE: In countries where food is plentiful and people are educated concerning good nutrition practices, many people are still nutritionally deficient.)

A. Food preparation

1. Insufficient time to plan, select, or prepare nutritional foods

2. Food preparation by someone else

   (NOTE: Often, nutritionally balanced meals are not provided by others. This is especially true for infants, children, and others who are unable to prepare food for themselves.)

3. Lack of money/food

B. Nutrition information

1. Misleading advertising

2. Lack of information about and/or understanding of importance of good nutrition

   EXAMPLE: Some people believe that satisfying hunger also satisfies nutritional needs.

C. Other factors

1. Dieting

   (NOTE: Some people are overly conscious of weight gain. This is particularly true of teenagers and pregnant women. During times of rapid growth or of important nutritional needs, these groups tend not to eat foods that are necessary for providing needed nutrients.)

2. Poor eating habits

3. Unstable emotional state

4. Use of drugs, alcohol, and/or tobacco

INFORMATION SHEET

IX. Food groups in the Daily Food Guide (Class Assignment Sheets #3 and #4; Clinical Assignment Sheet #1)

Food Group	Recommended Servings and Examples	Primary Sources
Milk/ dairy	Children and teens, three to four servings; adults, two or more servings EXAMPLES: One serving equals 1 cup (8 ounces) milk	Milk, ice cream, cheese
Meat	Two or more servings EXAMPLES: One serving equals 2 to 3 ounces cooked meat, fish, or poultry; two eggs; 1 cup cooked dry beans, peas, or lentils; 4 tablespoons peanut butter	Beef, lamb, liver, pork, veal, poultry, fish, eggs
Fruit/ vegetable	Four or more servings EXAMPLES: One serving of a citrus fruit, or juice, or tomato; 1/2 cup dark green or deep yellow vegetable or fruit; two or more 1/2-cup servings other vegetables and fruits, including potatoes	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples,corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas
Bread/ cereal	Four or more servings EXAMPLES: One serving equals one slice bread; 3/4 cup ready-to-eat cereal; 1/2 cup cooked cereal, grits, cornmeal, macaroni, rice, noodles, or spaghetti	Rice, pasta, bread, cereals, rolls, biscuits
Other foods	May be included according to number of calories required	Fats, oils, margarines, salad dressings Jelly, syrup, candy, and other sweets Soft drinks and other high-sugar beverages Wine, beer, liquor

INFORMATION SHEET

X. Characteristics of good and poor nutrition

	Good Nutrition	Poor Nutrition
General health	Excellent, disease and infections not severe, recovers quickly	Susceptible to infections, recovers more slowly from disease or infections
Appetite	Good	Poor to fair
Energy	Full of life, able to get work done without undue fatigue, recovers from fatigue quickly	Tires easily and quickly, recovers from fatigue slowly
Eyes	Bright and clear, sparkling	Bloodshot, dark circles, puffy, hollow
Body	Attractive, bones straight and strong, weight normal for height and age, flat abdomen	Defects, underweight or overweight, bones misshapen in one or more places, weak, sagging abdomen
Muscles	Firm, well-developed	Flabby, underdeveloped, small
Teeth	Enamel hard and smooth	Many cavities
Gums	Firm, resistant to sores or bleeding, pink color	Spongy, subject to sores and bleeding, too red or too pale
Skin	Firm, smooth, healthy, good color	Blemished, pale, unhealthy color
Hair	Glossy, soft	Dry or oily, lacking luster
Disposition	Good-natured, happy attitude	Irritable, bored, listless, poor ability to concentrate

BASIC NUTRITION
UNIT I

CLASS ASSIGNMENT SHEET #1--NAME CLASSES OF NUTRIENTS ACCORDING TO THEIR FUNCTIONS

NAME ______________________________ SCORE ______________

Each class of nutrients performs its own specific function in the body. Nutrients work better together than alone. Foods help the body perform its functions only if these foods contain the right nutrients. Understanding the functions of each class of nutrients will help you make better food choices. Using the information provided in the Information Sheet, Section V, write the classes of nutrients in the spaces provided below.

Class of Nutrient	Functions in the Body
A. ______________	Supply energy Spare protein
B. ______________	Carries nutrients to body cells Carries waste products away from cells
C. ______________	Build and repair body tissue Support growth and supply energy
D. ______________	Build and repair bones and teeth Regulate many body functions
E. ______________	Insulate body and help maintain body temperature Supply and store energy
F. ______________	Maintain healthy condition of body cells Help in digestion of other foods

BASIC NUTRITION
UNIT I

CLASS ASSIGNMENT SHEET #2--NAME CLASSES OF NUTRIENTS ACCORDING TO THEIR FOOD SOURCES

NAME ______________________________ SCORE ______________

Though each nutrient plays a special part in keeping the body healthy, many jobs to be done in the body require nutrients to work together. It is this teamwork of nutrients that provides good nutrition. Identifying major sources of nutrients will help you develop good eating habits. Using the information provided in Information Sheet, Section VI, write the classes of nutrients in the spaces provided below.

Class of Nutrient	**Food Sources of Nutrient**
A. ______________	Beverages, soups, juices, milk Fruits and vegetables
B. ______________	Breads, cereals, fruits, vegetables Milk, dairy products, sugar, syrup
C. ______________	Meats, milk, fruits, vegetables Enriched or whole-grain breads and cereals
D. ______________	Meats, eggs, poultry, milk, fish Cheese, dried beans, dried peas, nuts
E. ______________	Butter, oil, margarine, lard, meats, poultry Fish, whole milk, cream, salad dressings
F. ______________	Meats (especially liver), eggs, milk, dairy products Vegetables, enriched or whole-grain breads and cereals

FSW-17-B

BASIC NUTRITION
UNIT I

CLASS ASSIGNMENT SHEET #3--SELECT FOODS ACCORDING TO FOOD GROUPS

NAME ______________________________ SCORE ______________

To use the Daily Food Guide as a tool in quick analysis of nutritional status, it is necessary to identify which foods belong in each group. Circle all the foods that belong in each group.

EXAMPLE: Meat group: [✓ Steak] pie, orange juice.

A. Milk and dairy group

Cottage cheese
Pork chop
Ice cream
Peanut butter
Custard
Orange
Banana
Yogurt
Bread
Milk
Corn
Creamed soup

B. Meat group

Macaroni
Pinto beans
Bran cereal
Peanut butter
Hamburger
Egg
Strawberry
Milkshake
Beef stew
Veal patty
Liver
Tuna

C. Fruit and vegetable group

Rice
Apricots
Pudding
Potato
Jelly
Onion
Nuts
Lamb
Gelatin
Enriched cereal
Salad dressing
Pineapple juice

D. Bread and cereal group

Roll
Lettuce
Baked beans
Hamburger bun
Grapefruit
Bran muffin
Wiener
Potato
Spaghetti
Waffle
Juice
Pecans

E. Other foods group

English muffin
Margarine
Milkshake
Beer
Grape juice
Peanuts
Salad dressing
Custard
Jelly
Cornbread dressing
Sugar
Gravy

BASIC NUTRITION
UNIT I

CLASS ASSIGNMENT SHEET #4--EVALUATE PERSONAL EATING HABITS

NAME ______________________________ SCORE ________________

The Daily Food Guide is used as a guide for eating. The guide is easy to remember and can be used daily for planning your intake. Selection of a variety of foods to provide the body with necessary nutrients is important.

PART I

List foods and beverages you eat in one day. List approximate amounts consumed. Classify them in the milk and dairy group, meat group, fruit and vegetable group, bread and cereal group, or other foods group. Check the appropriate column for each food and beverage consumed. Use the chart on the following page to record foods eaten if you need more space. The first one has been done for you as an example.

Foods and Beverages	Amount Consumed	Milk/Dairy Group	Meat Group	Fruit/ Vegetable Group	Bread/ Cereal Group	Other Foods Group
Egg	1		X			

CLASS ASSIGNMENT SHEET #4

Foods and Beverages	Amount Consumed	Milk/Dairy Group	Meat Group	Fruit/ Vegetable Group	Bread/ Cereal Group	Other Foods Group

PART II

	Milk/Dairy Group	Meat Group	Fruit/ Vegetable Group	Bread/ Cereal Group	Other Foods Group
A. Total "Xs" in each group					

B. Did you include foods from each of the food groups?

C. How could you improve your daily intake to have better nutrition?

D. In what group(s) do you need to increase your intake?

E. In what group(s) do you need to decrease your intake?

F. Comments:

BASIC NUTRITION
UNIT I

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1

A. Carbohydrates

B. Water

C. Proteins

D. Minerals

E. Fats

F. Vitamins

Class Assignment Sheet #2

A. Water

B. Carbohydrates

C. Vitamins

D. Proteins

E. Fats

F. Minerals

Class Assignment Sheet #3

A. Cottage cheese, milk, custard, yogurt, ice cream, creamed soup

B. Peanut butter, veal patty, pinto beans, hamburger, liver, egg, beef stew, tuna

C. Potato, apricots, onion, pineapple juice

D. Roll, hamburger bun, waffle, bran muffin, spaghetti

E. Beer, salad dressing, margarine, sugar, jelly, gravy

Class Assignment Sheet #4--Evaluated to the satisfaction of the class instructor

BASIC NUTRITION
UNIT I

CLINICAL ASSIGNMENT SHEET #1--CLASSIFY FOODS EATEN ACCORDING TO FOOD GROUPS

NAME ______________________________ SCORE ______________

The Daily Food Guide is a valuable tool when properly used. It provides a quick way to evaluate nutrition. Each of the food groups includes a variety of foods that contribute important nutrients. The Daily Food Guide is only an approximate measure. It does not guarantee that the recommended allowances will be met for all nutrients. It is difficult to use the groupings when food mixtures--such as pizza--are eaten. However, such groupings are valuable to give an overall picture of an individual's eating pattern.

PART I

Using the following chart and the information provided in the Information Sheet, Section IX, interview a person and record foods and beverages eaten by that person in one day. List the approximate amounts consumed. Classify them in the milk and dairy group, meat group, fruit and vegetable group, bread and cereal group, or other foods group. Check the appropriate column under the food group for each food and beverage consumed. Two examples have been done for you.

Foods and Beverages	Amount Consumed	Milk/Dairy Group	Meat Group	Fruit/ Vegetable Group	Bread/ Cereal Group	Other Foods Group
Cereal	3/4 cup				X	
Milk	1 cup	X				

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CLINICAL ASSIGNMENT SHEET #1

Foods and Beverages	Amount Consumed	Milk/Dairy Group	Meat Group	Fruit/ Vegetable Group	Bread/ Cereal Group	Other Foods Group

PART II

	Milk/Dairy Group	Meat Group	Fruit/ Vegetable Group	Bread/ Cereal Group	Other Foods Group
A. Total "Xs" in each group	________	______	________	______	______

B. Did this individual eat the recommended servings from each group? ____________

C. Did this individual have a specific reason for not including certain foods in the diet?

____

D. How could this individual improve his or her diet? ____________________

____

____

____

E. Comments: ____

____

____

BASIC NUTRITION
UNIT I

CLINICAL ASSIGNMENT SHEET #2--COLLECT INFORMATION CONCERNING INDIVIDUAL FOOD PREFERENCES

NAME ______________________________ SCORE ______________

Food preferences and food choices are influenced by many different factors. Interview two people to discover what factors influence their food habits.

PART I--INTERVIEW QUESTIONS FOR INTERVIEWEE #1

A. Where were you born? ____
____

B. Are you on a special diet now? _____ If so, what are its restrictions? __________
____
____
____

C. Do you have any difficulty chewing or swallowing? ____________________

D. Is food readily available in your home? ____________________

E. Do you eat most of your meals at home? ____________________

F. Do you do your own cooking? ____________________

G. What are your favorite foods? ____________________
____

H. Are there any foods that disagree with you? _____ If so, which foods? __________
____
____

I. Are there any foods you will not eat? _____ If so, which foods? __________
____
____

J. Why do you avoid these foods? ____________________
____
____
____

CLINICAL ASSIGNMENT SHEET #2

K. Where have you learned about foods and which ones you should include in your daily diet?

____

____

____

L. Do you take a vitamin/mineral supplement?______If so, why?__________________

____

M. Are you on a weight-reduction diet now?________Did a physician prescribe the diet?

____

N. Do you plan your meals ahead of time to be certain that you are getting the proper nutrition?______________________________

O. Do you worry about your nutritional health?_______ Why?__________________

____

P. Do you drink milk or use some dairy products every day?__________________

Q. Are you influenced by food advertisements on television?__________________

R. Are you a frequent snacker?______What types of foods do you choose for snacks?

____

____

(NOTE: Ask any other questions that will help you learn more about this individual's eating habits.)

Comments: ______________________________

____

____

____

____

____

____

____

CLINICAL ASSIGNMENT SHEET #2

PART II--INTERVIEW QUESTIONS FOR INTERVIEWEE #2

A. Where were you born? ________________________________

____

B. Are you on a special diet now? _____ If so, what are its restrictions? ____________

____

____

____

C. Do you have any difficulty chewing or swallowing? ____________________

D. Is food readily available in your home? ____________________

E. Do you eat most of your meals at home? ____________________

F. Do you do your own cooking? ____________________

G. What are your favorite foods? ____________________

____

H. Are there any foods that disagree with you? _____ If so, which foods? ____________

____

____

I. Are there any foods you will not eat? _____ If so, which foods? ____________

____

____

J. Why do you avoid these foods? ____________________

____

____

____

K. Where have you learned about foods and which ones you should include in your daily diet?

____

____

____

CLINICAL ASSIGNMENT SHEET #2

L. Do you take a vitamin/mineral supplement?_____If so, why?__________________

____

M. Are you on a weight-reduction diet now?______Did a physician prescribe the diet?

____

N. Do you plan your meals ahead of time to be certain that you are getting the proper nutrition?____

O. Do you worry about your nutritional health?_______ Why?____________________

____

P. Do you drink milk or use some dairy products every day?______________________

Q. Are you influenced by food advertisements on television?______________________

R. Are you a frequent snacker?_____What types of foods do you choose for snacks?

____

____

(NOTE: Ask any other questions that will help you learn more about this individual's eating habits.)

Comments: ____

____

____

____

____

____

____

____

____

____

BASIC NUTRITION
UNIT I

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2--Evaluated to the satisfaction of the clinical instructor

BASIC NUTRITION
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with basic nutrition to their correct definitions. Write the correct numbers in the blanks.

_____a. Chemical compounds in food that give nourishment to the body

_____b. Eating daily the correct amounts of each of the Daily Food Guide foods to support life, growth, and activity

_____c. Foods and beverages consumed each day

_____d. Study of foods, how they are used by the body, and their relation to health

_____e. Intake levels of essential nutrients considered to be adequate to meet known nutritional needs of practically all healthy adults

_____f. Guide that separates foods into groups to help plan meals; the groups are milk and dairy, meat, fruit and vegetable, bread and cereal, and other foods

_____g. Eating only certain foods and allowing real or imagined dislikes to influence food choices with no concern for nutritional needs

_____h. Foods and beverages consumed each day that include needed amounts of necessary nutrients

1. Poor eating habits
2. Good eating habits
3. Daily Food Guide
4. Nutrition
5. Nutrients
6. Diet
7. Well-balanced diet
8. Recommended Daily Allowances (RDA)

2. List ways in which the body uses food.

a. ______________________________

b. ______________________________

c. ______________________________

3. Name the six classes of nutrients.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

TEST

4. Select from the following list classes of nutrients that supply energy to the body. Write an "X" in the blank before each correct answer.

_____a. Carbohydrates

_____b. Vitamins

_____c. Proteins

_____d. Minerals

_____e. Fats

_____f. Water

5. Match nutrient classes to their primary functions in the body. Write the correct numbers in the blanks.

_____a. Build and repair bones and teeth; regulate many body functions

_____b. Carries nutrients to body cells; carries waste products away from cells

_____c. Supply energy; spare protein

_____d. Maintain healthy condition of body cells; help in digestion of other foods

_____e. Build and repair body tissue; support growth and supply energy

_____f. Insulate body and help maintain body temperature; supply and store energy

1. Proteins
2. Carbohydrates
3. Fats
4. Vitamins
5. Minerals
6. Water

6. Select from the following lists good food sources of each class of nutrient. Write an "X" in the blank before each correct answer.

a. **Proteins**	b. **Carbohydrates**	c. **Fats**
_____1) Milk	_____1) Syrup	_____1) Jelly
_____2) Dried beans	_____2) Dairy products	_____2) Oil
_____3) Nuts	_____3) Fruits	_____3) Cream
_____4) Meats	_____4) Meats	_____4) Meats
_____5) Fruits	_____5) Milk	_____5) Salad dressing

TEST

d. **Vitamins**

______1) Fruits

______2) Gelatin

______3) Enriched or whole-grain breads

______4) Soft drinks

______5) Meats

e. **Minerals**

______1) Milk

______2) Liver

______3) Dairy products

______4) Sugar

______5) Eggs

f. **Water**

______1) Soups

______2) Beverages

______3) Fruits

______4) Vegetables

______5) Breads

7. Name five factors that influence food choices.

a. ____

b. ____

c. ____

d. ____

e. ____

8. Discuss reasons that people do not eat properly.

a. Food preparation

1) ____

____

2) ____

3) ____

b. Nutrition information

1) ____

2) ____

____

c. Other factors

1) ____

2) ____

3) ____

4) ____

TEST

9. List food groups in the Daily Food Guide by completing the chart below.

Food Group	Recommended Servings	Primary Sources
a. ________ ________	Four or more servings	Oranges, tomatoes, grapefruit, potatoes, squash, broccoli, carrots, green beans, peas, apples, corn, cauliflower, cantaloupe, cabbage, spinach, strawberries, bananas
b. ________ ________	Four or more servings	Rice, pasta, bread, cereals, rolls, biscuits
c. ________ ________	Children and teens, three to four servings; adults, two or more servings	Milk, ice cream, cheese
d. ________ ________	May be included according to number of calories required	Fats, oils, margarines, salad dressings Jelly, syrup, candy, and other sweets Soft drinks and other high-sugar beverages Wine, beer, liquor
e. ________ ________	Two or more servings	Beef, lamb, liver, pork, veal, poultry, fish, eggs

10. Distinguish between characteristics of good and poor nutrition. Write a "G" in the blanks before good nutrition, and a "P" before poor nutrition.

_____a. Body--Defects, underweight or overweight, bones misshapen in one or more places, weak, sagging abdomen

_____b. Hair--Glossy, soft

_____c. General health--Excellent, disease and infections not severe, recovers quickly

_____d. Appetite--Poor to fair

_____e. Skin--Blemished, pale, unhealthy color

_____f. Energy--Full of life, able to get work done without undue fatigue, recovers from fatigue quickly

_____g. Muscles--Firm, well-developed

_____h. Eyes--Bloodshot, dark circles, puffy, hollow

TEST

_____i. Skin--Firm, smooth, healthy, good color

_____j. Hair--Dry or oily, lacking luster

_____k. Disposition--Good-natured, happy attitude

_____l. Energy--Tires easily and quickly, recovers from fatigue slowly

_____m. General health--Susceptible to infections, recovers more slowly from disease or infections

_____n. Teeth--Enamel hard and smooth

_____o. Eyes--Bright and clear, sparkling

_____p. Gums--Spongy, subject to sores and bleeding, too red or too pale

_____q. Muscles--Flabby, underdeveloped, small

_____r. Body--Attractive, bones straight and strong, weight normal for height and age, flat abdomen

_____s. Teeth--Many cavities

_____t. Appetite--Good

_____u. Disposition--Irritable, bored, listless, poor ability to concentrate

_____v. Gums--Firm, resistant to sores or bleeding, pink color

(NOTE: Test questions 11-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Evaluate personal eating habits.

12. Classify foods eaten according to food groups.

13. Collect information concerning individual food preferences.

BASIC NUTRITION
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 320. The point total for questions 1-10 is 145; the point total for questions 11-13 is 175.)

1. (16 points)

   a. 5
   b. 2
   c. 6
   d. 4
   e. 8
   f. 3
   g. 1
   h. 7

2. (3 points)

   a. For energy and warmth
   b. For growth and repair
   c. For regulation of body processes

3. (6 points)

   a. Proteins
   b. Fats
   c. Carbohydrates
   d. Vitamins
   e. Minerals
   f. Water

4. (12 points)

   a, c, e

5. (12 points)

   a. 5
   b. 6
   c. 2
   d. 4
   e. 1
   f. 3

ANSWERS TO TEST

6. (30 points)
   - a. 1, 2, 3, 4
   - b. 1, 2, 3, 5
   - c. 2, 3, 4, 5
   - d. 1, 3, 5
   - e. 1, 2, 3, 5
   - f. 1, 2, 3, 4

7. (5 points)

   Answer should include any five of the following

   - a. Nationality
   - b. Religion
   - c. Customs
   - d. Region of country
   - e. Available food supply
   - f. Food safety
   - g. Economics
   - h. Family traditions
   - i. Current food trends
   - j. Food advertisements in mass media
   - k. Marketing of foods
   - l. Social factors
   - m. Appetite
   - n. Food preferences
   - o. Food acceptance
   - p. Food selection
   - q. Education

8. (12 points)

   Discussion should include the following

   - a. Food preparation
     - 1) Insufficient time to plan, select, or prepare nutritional foods
     - 2) Food preparation by someone else
     - 3) Lack of money/food
   - b. Nutrition information
     - 1) Misleading advertising
     - 2) Lack of information about and/or understanding of importance of good nutrition

ANSWERS TO TEST

c. Other factors
    1) Dieting
    2) Poor eating habits
    3) Unstable emotional state
    4) Use of drugs, alcohol, and/or tobacco

9. (5 points)
    a. Fruit/vegetable
    b. Bread/cereal
    c. Milk/dairy
    d. Other foods
    e. Meat

10. (44 points)
    a. P
    b. G
    c. G
    d. P
    e. P
    f. G
    g. G
    h. P
    i. G
    j. P
    k. G
    l. P
    m. P
    n. G
    o. G
    p. P
    q. P
    r. G
    s. P
    t. G
    u. P
    v. G

11. Evaluated to the satisfaction of the class instructor (50 points)

12. Evaluated to the satisfaction of the clinical instructor (50 points)

13. Evaluated to the satisfaction of the clinical instructor (75 points)

PERSONAL HYGIENE
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to practice good personal hygiene and demonstrate the ability to wash hands correctly. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define personal hygiene and sanitation.
2. List personal requirements of professional food service workers.
3. Select from a list reasons for good personal hygiene of professional food service workers.
4. List factors contributing to good health.
5. List examples of good grooming for food service workers.
6. Select from a list phrases describing a well-mannered food service worker.
7. Select from a list unsanitary practices for food service workers to avoid.
8. Select from a list good personal habits for food service workers.
9. Evaluate the appearance of food service workers.
10. Increase food service workers' awareness of unsanitary practices.
11. Complete good grooming checklist.
12. Interpret the dietary policy and procedure for reporting infections.
13. Demonstrate the ability to
    a. Wash hands correctly.
    b. Taste food correctly.
    c. Grasp equipment properly.

PERSONAL HYGIENE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials to supplement unit.

      1. Filmstrips

         a. *Personal Hygiene and Food Handling.* Color, 35 mm filmstrip and cassette, 12 minutes, Trainex Corporation, 1979. Available from Trainex Corporation, P. O. Box 116, Garden Grove, California 92642.

         b. *The Personal Side.* Color, 35 mm filmstrip and 33⅓ rpm record, 12 minutes, National Restaurant Association, 1972. Available from the National Restaurant Association, 1530 North Lake Shore Drive, Chicago, Illinois 60610.

      2. Slides — *Sanitation for Food Service Workers: Personal Hygiene.* Slide numbers S1 through S26, printed script, Treva Richardson, 1969. Available from Treva M. Richardson, 220 South Logan Street, Mason City, Illinois 60610.

   B. Make transparency.

   C. Provide students with objective sheet.

   D. Provide students with information, assignment, and job sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information and assignment sheets.

   G. Demonstrate and discuss procedures outlined in job sheets.

   H. Develop appropriate learning activities for special needs students.

   I. Ask a beautician to visit the class and discuss hair styling and makeup. Choose one student and demonstrate appropriate hair styling for attractiveness and sanitation purposes. Discuss the importance of hair restraints.

   J. Have each student check his or her own fingernails for length, nail polish, and dirt under nails. Discuss the importance of nail care as it relates to sanitation.

   K. Discuss laundering methods for uniforms to keep them white and free from stains. Ask students to discuss the procedures they are using for uniform care.

   L. Demonstrate, with pictures, styles of shoes appropriate for work. Discuss reasons for wearing appropriate shoes.

SUGGESTED ACTIVITIES

M. Give test.

N. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency master: TM #1 — Good Grooming for the Food Service Worker

E. Class assignment sheets

1. Class Assignment Sheet #1 — List Examples of Good Grooming for the Food Service Worker

2. Class Assignment Sheet #2 — Evaluate the Appearance of Food Service Workers

F. Answers to class assignment sheets

G. Clinical assignment sheets

1. Clinical Assignment Sheet #1 — Increase Food Service Workers' Awareness of Unsanitary Practices

2. Clinical Assignment Sheet #2 — Complete Good Grooming Checklist

3. Clinical Assignment Sheet #3 — Interpret the Dietary Policy and Procedure for Reporting Infections

H. Answers to clinical assignment sheets

I. Clinical job sheets

1. Clinical Job Sheet #1 — Wash Hands Correctly

2. Clinical Job Sheet #2 — Taste Food Correctly

3. Clinical Job Sheet #3 — Grasp Equipment Properly

J. Test

K. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core,* rev. by Joyce Sawatzky. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

B. Richardson, T. M. "Sanitation for Food Service Workers." *Instructions Magazine,* (1969).

C. *Rules and Regulations Pertaining to Food-Service Establishments.* Oklahoma City, Oklahoma: Oklahoma State Department of Health, 1980.

D. West, B.B., et al. *Food Service in Institutions,* 5th ed. New York: John Wiley and Sons, 1977.

PERSONAL HYGIENE
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Personal hygiene — Cleanliness practiced by an individual; includes good grooming and work habits

  B. Sanitation — Practice of bringing about healthful conditions; food sanitation refers to the wholesomeness and cleanliness of food at every stage of food production

II. Personal requirements of professional food service workers (Clinical Assignment Sheet #3)

  A. Good health

  (NOTE: Employees with infectious illnesses may spread disease through the food they prepare and serve.)

  B. Good grooming

  C. Good manners

III. Reasons for good personal hygiene of professional food service workers (Clinical Assignment Sheet #3)

  A. Contributes to safety of patients, co-workers, and/or self

  B. Prevents disease

  EXAMPLE: Sick employees may spread disease by handling or serving food improperly or by cleaning equipment incorrectly.

IV. Factors contributing to good health

  A. Proper diet

  B. Adequate sleep

  C. Regular exercise

  D. Regular medical and dental checkup

INFORMATION SHEET

V. Examples of good grooming for food service workers (Transparency #1; Class Assignment Sheets #1 and #2; Clinical Assignment Sheet #2)

A. Body

1. Daily bath or shower
2. Effective deodorant
3. Clean teeth
4. Good posture
5. Moderate use of perfumes and cosmetics

B. Hair

1. Clean
2. Appropriate style
3. Short or off neck
4. Hair restraint

   EXAMPLES: Hairnet, cap, hat

   (NOTE: Hair should be completely covered or restrained in a hairnet.)

5. Clean shaven or neatly trimmed beard (for men)

   (NOTE: Beards should be restrained.)

C. Hands

1. Clean
2. Short, clean fingernails
3. No nail polish

D. Clothing

1. Neat uniform and apron

   EXAMPLES: Clean, well pressed, repaired neatly

2. Clean underclothes

   (NOTE: If underclothing can be noticed through the uniform, color of underclothing should match color of uniform.)

3. Appropriate hose or socks

INFORMATION SHEET

E. Shoes

1. Polished and clean, including shoestrings

2. Closed-toe work shoes, no sandals or tennis shoes

3. Low heeled

F. Jewelry — Only watch and wedding ring allowed

(NOTE: Check the facility policy and procedure manual for specific details.)

VI. Phrases describing a well-mannered food service worker

A. Uses a pleasant and moderate tone

B. Avoids gossip

C. Avoids slang or bad language

D. Avoids chewing gum

E. Greets patients and co-workers with a smile

F. Makes patient feel important

VII. Unsanitary practices for food service workers to avoid (Clinical Assignment Sheet #1)

A. Sneezing

(NOTE: Avoid sneezing when near food. Cover mouth and nose.)

B. Coughing

(NOTE: Avoid coughing when near food.)

C. Scratching head

D. Picking nose

E. Wiping mouth with fingers

F. Smoking in nondesignated areas

G. Fixing hair with hands

H. Leaving comb in hair while working

I. Failing to wear hair restraint on duty

J. Biting fingernails

INFORMATION SHEET

K. Eating in nondesignated areas

L. Nibbling on duty

VIII. Good personal habits for food service workers (Clinical Assignment Sheet #3; Clinical Job Sheets #1-#3)

A. Wash hands as needed

EXAMPLES:
Upon reporting to work
When soiled
After use of handkerchief
After visit to restroom
After eating
After smoking
After handling garbage cans and produce
After mopping
When changing from handling raw foods to handling cooked foods
After using telephone
After handling money
Before handling food or clean dishes

B. Grasp equipment properly

EXAMPLES: Glass by base, flatware by handles, plate by outside rim, serving utensil by handle

C. Taste food correctly

D. Respect smoking rules

EXAMPLES:
Smoke only in designated areas.
Smoke only at designated time.
Extinguish cigarette when finished.
Wash hands after smoking.

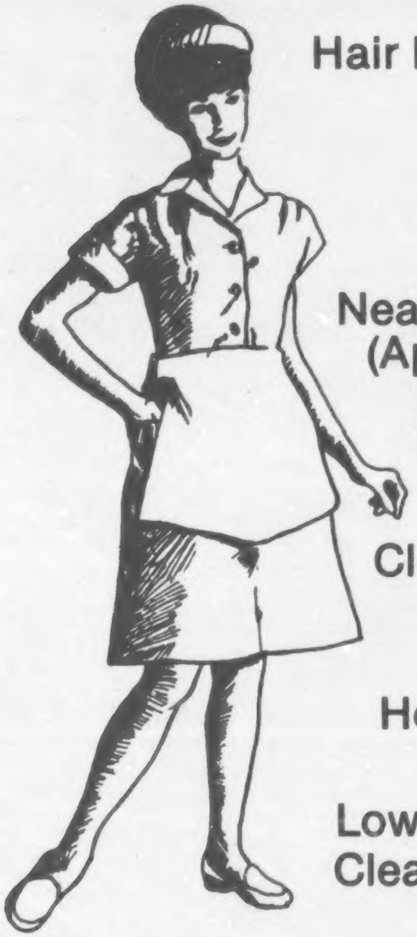
E. Report all skin infections to supervisor

EXAMPLES: Report boils, cuts, sores, infected burns, rash.

F. Report all body infections to supervisor

EXAMPLES: Report colds, nausea, diarrhea, fever, sore throat.

Good Grooming Habits for the Food Service Worker



Hair Restraint

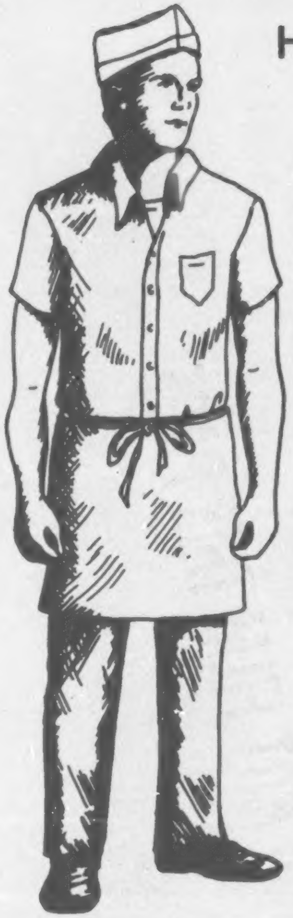
Neatly Pressed Uniform (Appropriate Length)

Proper Apron

Clean Undergarments

Hose

Low-Heeled and Clean Shoes



Hair Restraint

Clean Undergarments

Neatly Pressed Uniform

Proper Apron

Socks

Low-Heeled and Clean Shoes

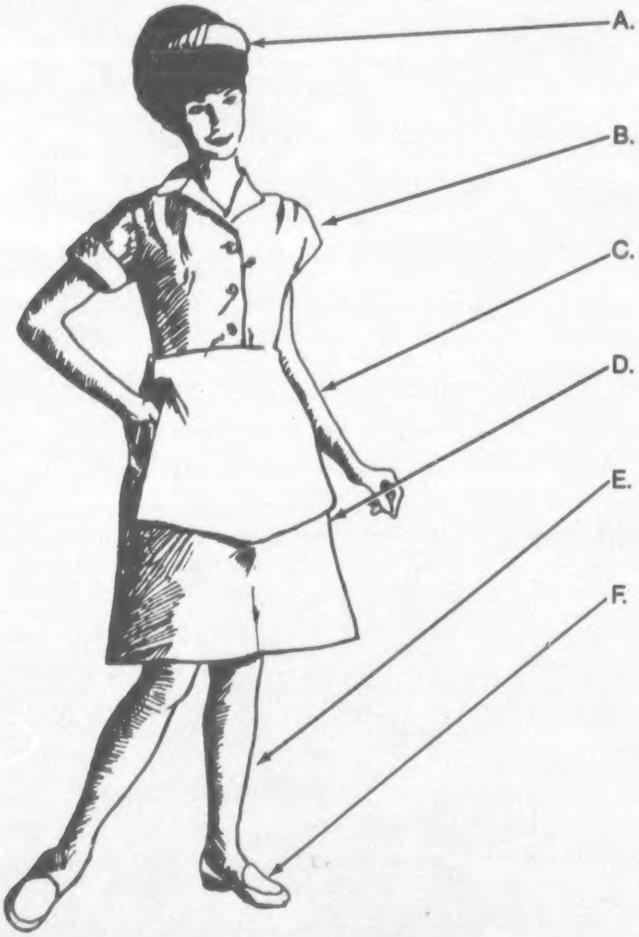
PERSONAL HYGIENE
UNIT I

CLASS ASSIGNMENT SHEET #1 — LIST EXAMPLES OF GOOD GROOMING FOR THE FOOD SERVICE WORKER

NAME ________________________________ SCORE ____________

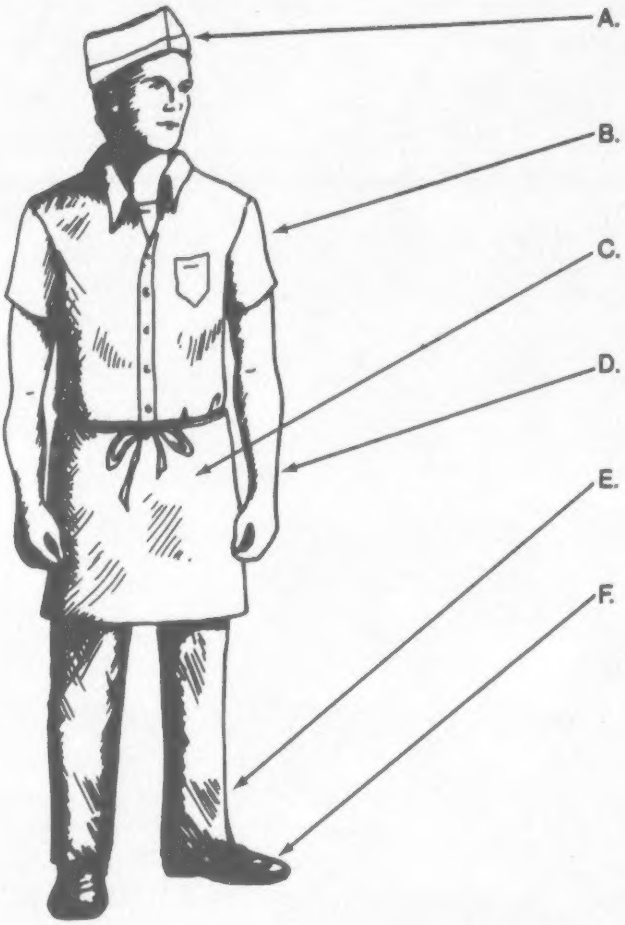
Proper grooming of the food service worker is a part of sanitation in the dietary department. List examples of good grooming that male and female food service workers should follow for good appearance.

PART I — Female



CLASS ASSIGNMENT SHEET #1

PART II — Male



PERSONAL HYGIENE
UNIT I

CLASS ASSIGNMENT SHEET #2 — EVALUATE THE APPEARANCE OF FOOD SERVICE WORKERS

NAME ______________________________ SCORE ______________

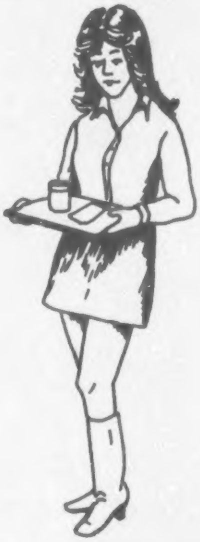
Proper grooming of the food service worker is a part of sanitation in the dietary department. Evaluate the appearance of workers in the pictures below by writing the grooming errors in the spaces provided.

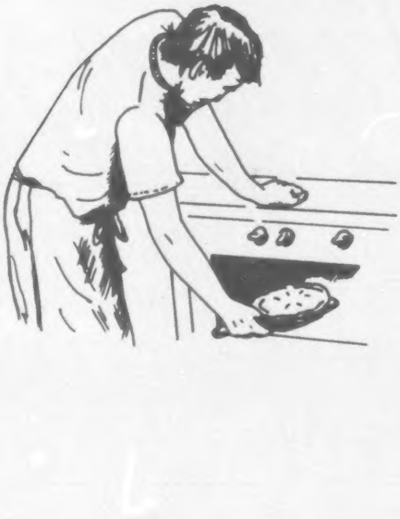
A. 1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________



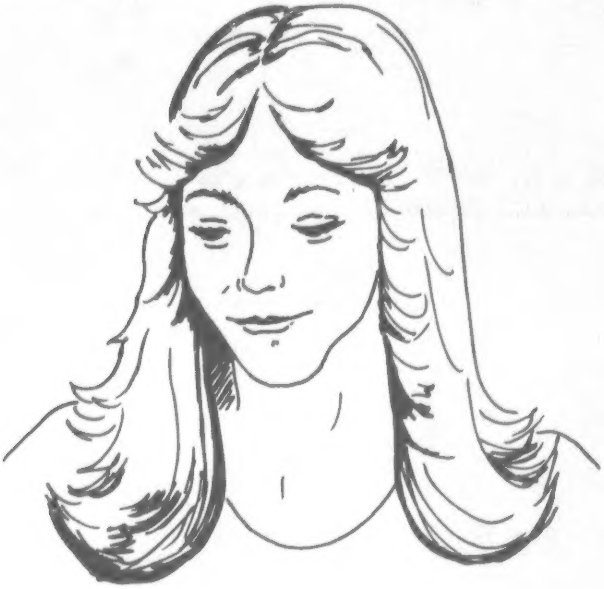


B. 1. ______________________________

2. ______________________________

CLASS ASSIGNMENT SHEET #2

C. ______________________________

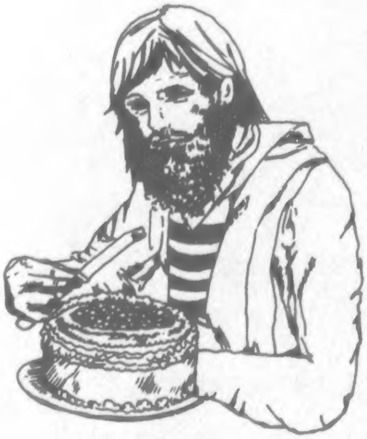


D. 1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________



CLASS ASSIGNMENT SHEET #2

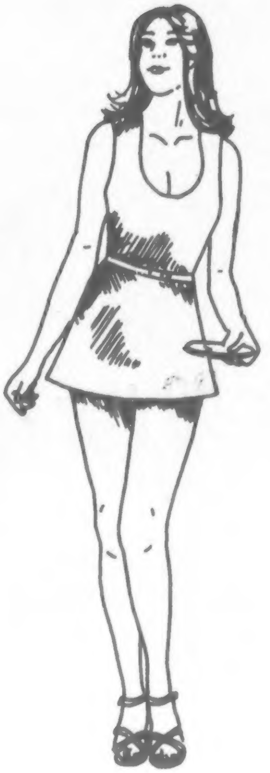
E. 1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________



PERSONAL HYGIENE
UNIT I

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1

PART I — Female

A. Hair restraint

B. Neatly pressed uniform (appropriate length)

C. Proper apron

D. Clean undergarments

E. Hose

F. Low-heeled and clean shoes

PART II — Male

A. Hair restraint

B. Neatly pressed uniform

C. Proper apron

D. Clean undergarments

E. Socks

F. Low-heeled and clean shoes

Class Assignment Sheet #2

A.
  1. Uniform too short
  2. Wearing boots, not proper shoes
  3. No apron
  4. No hair restraint

B.
  1. No hair restraint
  2. No uniform shirt

ANSWERS TO CLASS ASSIGNMENT SHEETS

C. No hair restraint

D. 1. No hair restraint
   2. Inappropriate hair length
   3. Untrimmed, unrestrained beard
   4. No uniform shirt

E. 1. No uniform
   2. Improper skirt length
   3. Improper neckline
   4. No hair restraint
   5. Improper shoes

PERSONAL HYGIENE
UNIT I

CLINICAL ASSIGNMENT SHEET #1 — INCREASE FOOD SERVICE WORKERS' AWARENESS OF UNSANITARY PRACTICES

NAME ______________________________ SCORE ______________

Good personal habits are important for workers to keep healthful conditions in food service. Many workers are not aware of unsanitary practices. This assignment sheet will make workers more aware of such practices.

Observe the unsanitary practices of food service workers in your department for four hours and record how often the following personal habits were displayed.

PART I — Observations

UNSANITARY PRACTICE	NUMBER OF TIMES DISPLAYED	NUMBER OF EMPLOYEES INVOLVED
Sneezing		
Coughing		
Scratching head		
Picking nose		
Wiping mouth with fingers		
Smoking in nondesignated areas		
Fixing hair with hands		
Leaving comb in hair while working		
Failing to wear hair restraint on duty		
Biting fingernails		
Eating in nondesignated areas		
Nibbling on duty		

CLINICAL ASSIGNMENT SHEET #1

PART II — Questions

A. How many dietary employees were on duty during the four-hour period? ____________

B. How many dietary employees were wearing hair restraints on duty? ____________

C. How many employees were observed eating food while working in food preparation areas?

____

D. How many employees were observed scratching their heads or touching their faces while working in food preparation areas?

____

E. What recommendations would you make to improve any unsanitary practices you observed?

____

____

____

PERSONAL HYGIENE
UNIT I

CLINICAL ASSIGNMENT SHEET #2 — COMPLETE GOOD GROOMING CHECKLIST

NAME ______________________________ SCORE ______________

An important part of personal hygiene is good grooming. Use the following good grooming checklist to rate yourself. Have the clinical instructor rate you with a separate copy of the good grooming checklist. Compare ratings and answer the questions below. Two copies of the good grooming checklist are provided on the following pages. Write your comments in spaces provided on these pages.

PART I — Good Grooming Checklist (Student)

		UNSATISFACTORY	SATISFACTORY
A.	Body		
1.	Daily bath or shower	______	______
2.	Effective deodorant	______	______
3.	Clean teeth	______	______
4.	Good posture	______	______
5.	Moderate use of perfumes and cosmetics	______	______
B.	Hair		
1.	Clean	______	______
2.	Appropriate style	______	______
3.	Short or off neck	______	______
4.	Hair restraint	______	______
5.	Clean shaven or neatly trimmed beard (for men)	______	______
C.	Hands		
1.	Clean	______	______
2.	Short, clean fingernails	______	______
3.	No nail polish	______	______

CLINICAL ASSIGNMENT SHEET #2

	UNSATISFACTORY	SATISFACTORY
D. Clothing		
1. Neat uniform and apron		
2. Clean underclothes		
3. Appropriate hose or socks		
E. Shoes		
1. Polished and clean, including shoestrings		
2. Closed-toe work shoes, no sandals or tennis shoes		
3. Low heeled		
F. Jewelry — Only watch and wedding ring allowed		

PART II — Analysis

A. In which areas did you and your clinical instructor give different ratings? ____________

____

____

____

____

B. In which areas do you feel you can improve? ____________________

____

____

____

____

CLINICAL ASSIGNMENT SHEET #2

PART III — Good Grooming Checklist (Clinical Instructor)

		UNSATISFACTORY	SATISFACTORY
A.	Body		
1.	Daily bath or shower	____________	____________
2.	Effective deodorant	____________	____________
3.	Clean teeth	____________	____________
4.	Good posture	____________	____________
5.	Moderate use of perfumes and cosmetics	____________	____________
B.	Hair		
1.	Clean	____________	____________
2.	Appropriate style	____________	____________
3.	Short or off neck	____________	____________
4.	Hair restraint	____________	____________
5.	Clean shaven or neatly trimmed beard (for men)	____________	____________
C.	Hands		
1.	Clean	____________	____________
2.	Short, clean fingernails	____________	____________
3.	No nail polish	____________	____________

CLINICAL ASSIGNMENT SHEET #2

	UNSATISFACTORY	SATISFACTORY
D. Clothing		
1. Neat uniform and apron		
2. Clean underclothes		
3. Appropriate hose or socks		
E. Shoes		
1. Polished and clean, including shoestrings		
2. Closed-toe work shoes, no sandals or tennis shoes		
3. Low heeled		
F. Jewelry — Only watch and wedding ring allowed		

PERSONAL HYGIENE
UNIT I

CLINICAL ASSIGNMENT SHEET #3 — INTERPRET THE DIETARY POLICY AND PROCEDURE FOR REPORTING INFECTIONS

NAME ______________________________ SCORE ____________

Each institution should have a written policy and procedure for reporting infections. Since healthful conditions are of primary concern in food service, control of infections is important. Find, in your institution's policy and procedure manual, the policy and procedure for reporting infections to the food service supervisor. Copy the policy and procedure on this page and answer the following questions. Write your comments in the spaces provided.

A. What is your institution's policy and procedure for reporting infections? __________

____

____

____

____

____

____

B. What type of infections are included in this policy and procedure? __________

____

C. Does the policy and procedure state when to report an infection? __________

If so, when? ______________________________

____

D. Does the policy and procedure identify to whom to report an infection? __________

If so, to whom? ______________________________

____

E. Does the policy and procedure state how to handle an employee with an infection when the food service supervisor is not on duty? __________ If so, how? __________

____

____

PERSONAL HYGIENE
UNIT I

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #3 — Evaluated to the satisfaction of the clinical instructor

PERSONAL HYGIENE
UNIT I

CLINICAL JOB SHEET #1 — WASH HANDS PROPERLY

I. Equipment and supplies

A. Soap

B. Nail brush

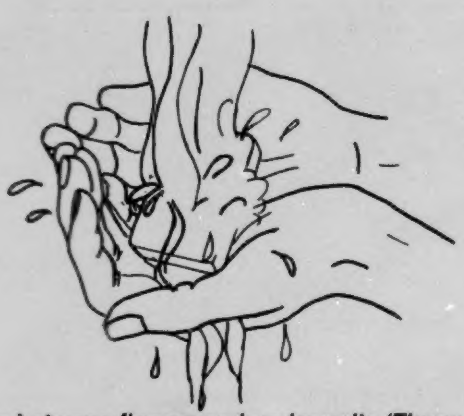
C. Disposable paper towels

D. Running water

II. Procedure

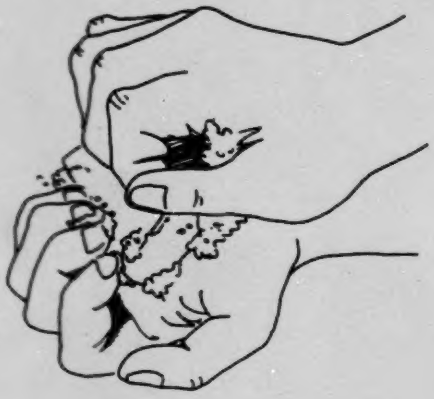
A. Wet hands (Figure 1)

FIGURE 1



B. Apply soap between fingers and under nails (Figure 2)

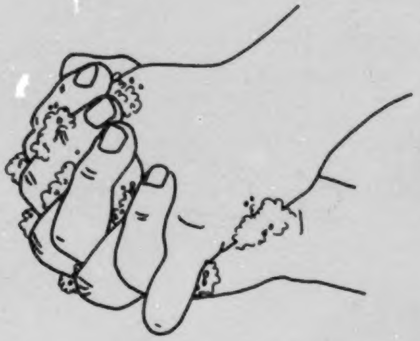
FIGURE 2



CLINICAL JOB SHEET #1

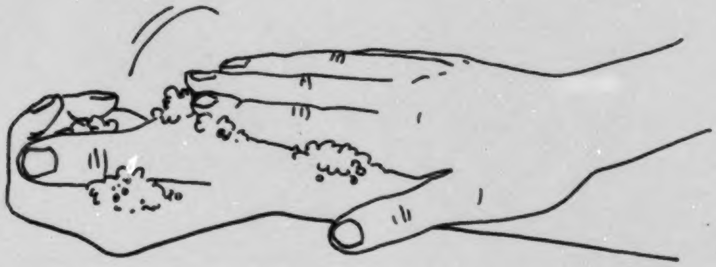
C. Wash fingers and the spaces between them (Figure 3)

FIGURE 3



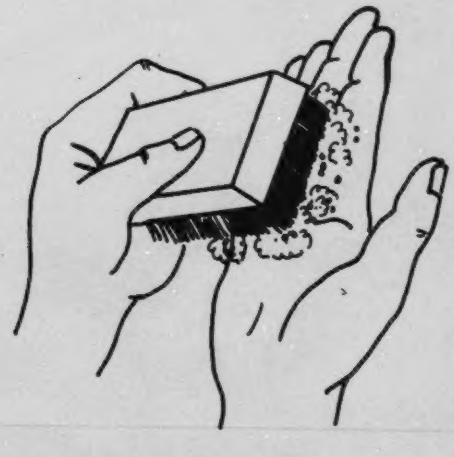
D. Rub hands together with a rotating motion while you count to twenty (Figure 4)

FIGURE 4



E. Use brush to clean hands and nails if necessary; use a rotating motion (Figure 5)

FIGURE 5



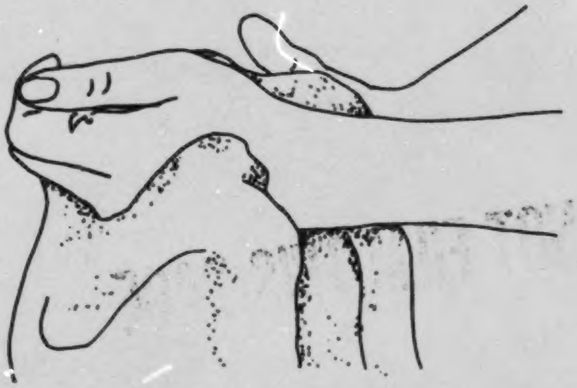
CLINICAL JOB SHEET #1

F. Wash arms up to elbows

G. Rinse well

H. Dry thoroughly (Figure 6)

FIGURE 6



I. Turn off faucet with paper towel

J. Return all supplies and equipment to their proper areas

PERSONAL HYGIENE
UNIT I

CLINICAL JOB SHEET #2 — TASTE FOOD CORRECTLY

I. Equipment and supplies

   A. Small bowl

   B. Two single-service spoons

   C. Container of food to be tasted

II. Procedure (Figure 7)

   A. Use a clean single-service spoon to transfer a small amount of food from container to small bowl (A, B)

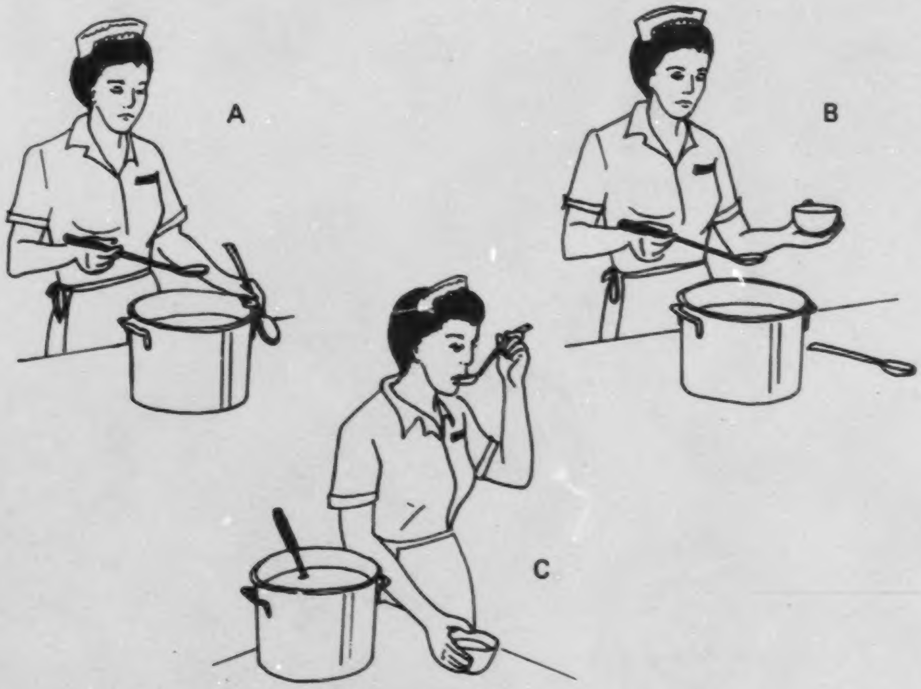
   B. Move to side of container

   C. Use second clean single-service spoon to taste food from small bowl (C)

   D. Discard spoons

   E. Return all supplies and equipment to their proper areas

FIGURE 7



PERSONAL HYGIENE
UNIT I

CLINICAL JOB SHEET #3 — GRASP EQUIPMENT PROPERLY

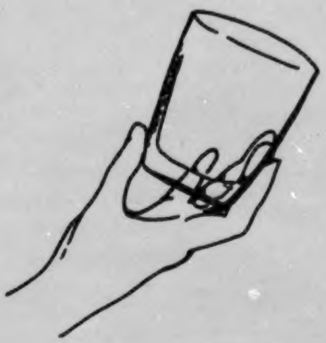
I. Equipment

- A. Glass
- B. Flatware
- C. Cup
- D. Plate
- E. Serving utensils

II. Procedure

- A. Grasp glass by base (Figure 8)

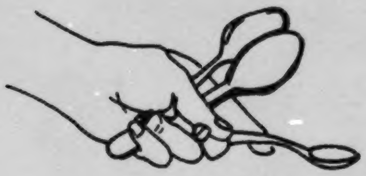
FIGURE 8



CLINICAL JOB SHEET #3

B. Grasp flatware by handles (Figure 9)

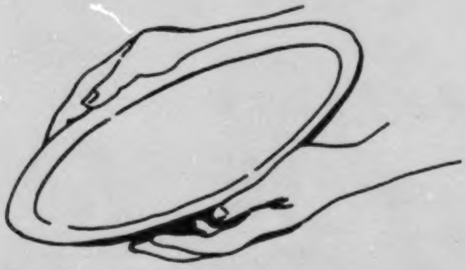
FIGURE 9



C. Grasp cup by handle

D. Grasp plate by outside rim (Figure 10)

FIGURE 10



E. Grasp serving utensil by handle

F. Return all equipment to its proper area

FSW-39-C

PERSONAL HYGIENE
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Define personal hygiene and sanitation.

   a. Personal hygiene — ______________________________

   ____

   b. Sanitation — ______________________________

   ____

   ____

2. List personal requirements of professional food service workers.

   a. ______________________________

   b. ______________________________

   c. ______________________________

3. Select from the following list reasons for good personal hygiene of professional food service workers. Write an "X" in the blank before each correct answer.

   ______a. Contributes to safety of patients, co-workers, and/or self

   ______b. Impresses co-workers

   ______c. Prevents disease

   ______d. Required by the administrator

4. List factors contributing to good health.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

TEST

5. List examples of good grooming for food service workers. List two examples from each category *a* through *e* and one for *f*.

   a. Body

      1)____

      2)____

   b. Hair

      1)____

      2)____

   c. Hands

      1)____

      2)____

   d. Clothing

      1)____

      2)____

   e. Shoes

      1)____

      2)____

   f. Jewelry — ____________________________________

6. Select from the following list phrases describing a well-mannered food service worker. Write an "X" in the blank before each correct answer.

   ______a. Uses a pleasant and moderate tone

   ______b. Avoids gossip

   ______c. Avoids slang or bad language

   ______d. Chews gum so no one notices

   ______e. Greets patients and co-workers with a smile

   ______f. Makes patient feel unimportant

TEST

7. Select from the following list unsanitary practices for food service workers to avoid. Write an "X" in the blank before each correct answer.

_____a. Biting fingernails

_____b. Nibbling on duty

_____c. Smoking in designated areas

_____d. Fixing hair with hands

_____e. Scratching head

_____f. Sneezing

_____g. Wiping mouth with fingers

_____h. Leaving comb in hair while working

_____i. Picking nose

_____j. Greeting patients with a smile

_____k. Failing to wear hair restraint on duty

_____l. Coughing

8. Select from the following list good personal habits for food service workers. Write an "X" in the blank before each correct answer.

_____a. Wash hands as needed

_____b. Respect smoking rules

_____c. Report all skin infections to supervisor

_____d. Report all body infections to supervisor

_____e. Report all gossip to supervisor

_____f. Taste food correctly

_____g. Grasp equipment properly

(NOTE: Test questions 9-13 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Evaluate the appearance of food service workers.

TEST

10. Increase food service workers' awareness of unsanitary practices.
11. Complete good grooming checklist.
12. Interpret the dietary policy and procedure for reporting infections.
13. Demonstrate the ability to
    a. Wash hands correctly.
    b. Taste food correctly.
    c. Grasp equipment properly.

PERSONAL HYGIENE
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 226. The point total for questions 1-8 is 75; the point total for questions 9-13 is 151.)

1. (6 points)
   a. Personal hygiene — Cleanliness practiced by an individual; includes good grooming and work habits
   b. Sanitation — Practice of bringing about healthful conditions; food sanitation refers to the wholesomeness and cleanliness of food at every stage of food production
2. (3 points)
   a. Good health
   b. Good grooming
   c. Good manners
3. (8 points)

   a, c
4. (4 points)
   a. Proper diet
   b. Adequate sleep
   c. Regular exercise
   d. Regular medical and dental checkup
5. (12 points)

   Answer should include any two from each of the following categories *a* through *e* and one from *f*

   a. Body
      1) Daily bath or shower
      2) Effective deodorant

ANSWERS TO TEST

3) Clean teeth
4) Good posture
5) Moderate use of perfumes and cosmetics

b. Hair
  1) Clean
  2) Appropriate style
  3) Short or off neck
  4) Hair restraint
  5) Clean shaven or neatly trimmed beard (for men)

c. Hands
  1) Clean
  2) Short, clean fingernails
  3) No nail polish

d. Clothing
  1) Neat uniform and apron
  2) Clean underclothes
  3) Appropriate hose or socks

e. Shoes
  1) Polished and clean, including shoestrings
  2) Closed-toe work shoes, no sandals or tennis shoes
  3) Low heeled

f. Jewelry — Only watch and wedding ring allowed

6. (12 points)

a, b, c, e

ANSWERS TO TEST

7. (20 points)

   a, b, d, e, f, g, h, i, k, l

8. (10 points)

   a, b, c, d, f, g

9. Evaluated to the satisfaction of the class instructor (26 points)

10. Evaluated to the satisfaction of the clinical instructor (30 points)

11. Evaluated to the satisfaction of the clinical instructor (25 points)

12. Evaluated to the satisfaction of the clinical instructor (25 points)

13. Performance skills evaluated to the satisfaction of the clinical instructor

    a. (15 points)

    b. (15 points)

    c. (15 points)

WAREWASHING
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to use established procedures for operating and cleaning the dishwashing machine and for washing pots and pans by hand. This knowledge will be shown by completing job sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with warewashing to their correct definitions.
2. List methods of washing dishes and utensils.
3. List types of commercial dishwashing machines.
4. Identify the external parts of a single-tank dishwashing machine.
5. Identify the internal parts of a single-tank dishwashing machine.
6. State correct temperatures for wash and rinse cycles of single-tank dishwashing machine.
7. Describe methods for sanitizing dishes and utensils.
8. Arrange in order the steps in washing dishes.
9. Describe methods for checking effectiveness of dishwashing procedures.
10. State ways to correct unsatisfactory dishwashing results.
11. State steps for preventing excessive dish breakage.
12. Demonstrate the ability to
    a. Prepare a dishwashing machine for operation.
    b. Operate a dishwashing machine.
    c. Clean a dishwashing machine.
    d. Wash pots and pans by hand.

WAREWASHING
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order materials to supplement unit.

    1. Film--*Mr. Dish Machine Operator.* Color, 16 mm, 8 minutes, National Educational Media, 1970. Available from National Educational Media, 15760 Ventura Boulevard, Encino, California 91436.

       (NOTE: This film is available on a free-loan basis to Oklahoma teachers *only*. Oklahoma teachers may order the film from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Street, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the address accompanying the film.)

    2. Slide/cassette series (35 mm)

       (NOTE: This series is available form Economics Laboratories, Inc., Four Corporate Park Drive, White Plains, New York 10640, 914/694-8626.)

       a. *Warehandling Procedures.* Thirty-seven slides/cassette, approximately 15 minutes, 1974, now under revision.

          (NOTE: This slide/cassette presentation discusses warehandling in restaurants; covers steps in warehandling, including bussing, scraping, racking, presoaking flatware, prerinsing, washing and removing, inspecting, and storing clean dishes; stresses the importance of organizing the work; and discusses the expense of dish breakage.)

       b. *Silverware: Pre-Soaking and De-Tarnishing*--Seventeen slides/cassette, approximately 5 minutes, 1974, now under revision.

          (NOTE: This series discusses procedures for presoaking and detarnishing both stainless steel and silverplate, and presents alternate procedures for sorting, racking, and washing silverware.)

       c. *Operation of Dishmachine*--Forty-four slides/cassette, approximately 15 minutes, 1974, now under revision.

          (NOTE: This slide/cassette series stresses importance of clean dishes to customer satisfaction; shows different types of dish machines: single-tank door-type, single-tank rack conveyor-type, multiple-tank rack conveyor-type, multiple-tank rackless conveyor [flight-type], and multiple-tank circular rack conveyor [rotary-type]; discusses various types of detergent dispensers; emphasizes importance of correct temperatures of various cycles; and illustrates functions of various cycles and clean-up of the dish machine.)

SUGGESTED ACTIVITIES

d. *Pot and Pan Washing*--Eighteen slides/cassette; approximately 5 minutes, 1974, now under revision.

(NOTE: This presentation covers procedure for pot and pan washing by hand and gives tips on effective methods such as scraping to remove food soil and presoaking to save scrubbing time.)

B. Provide students with objective sheet.

C. Provide students with information and job sheets.

D. Discuss unit and specific objectives.

E. Discuss information sheet.

F. Demonstrate and discuss procedures outlined in job sheets.

G. Develop appropriate learning activities for special needs students.

H. Arrange a field trip to a small health facility and a large one to observe differences in warewashing equipment and procedures.

I. Have a problem-solving session. Use cards with a problem written on each one. Have students draw a card, read the problem to the class, and discuss appropriate action to take to solve the problem, as well as consequences of failure to take action. Examples of problems that could be used are found in Section XI of the Information Sheet.

J. Invite the sanitarian from the local health department or a representative from an equipment or cleaning supply company to speak to class.

K. Give test.

L. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Clinical job sheets

1. Clinical Job Sheet #1--Prepare a Dishwashing Machine for Operation
2. Clinical Job Sheet #2--Operate a Dishwashing Machine
3. Clinical Job Sheet #3--Clean a Dishwashing Machine
4. Clinical Job Sheet #4--Wash Pots and Pans by Hand

SUGGESTED ACTIVITIES

E. Test

F. Answers to test

III. Unit references

A. *Food Service Manual for Health Care Institutions.* Chicago: American Hospital Association, 1981.

B. Longree, Karla, and Gertrude Blaker. *Sanitary Techniques in Food Service.* New York: John Wiley and Sons, Inc., 1971.

C. Truitt, Debbie. *Food Service: Production and Service.* Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1976.

D. Villela, Joseph. *The Hospitality Industry: World of Food Service.* New York: McGraw-Hill Book Co., 1975.

E. West, Bessie, et al. *Food Service in Institutions,* 5th ed. New York: John Wiley and Sons, Inc., 1977.

WAREWASHING
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Cleaning--Removing visible soil such as dirt, grease, or food residue

   B. Sanitizing--Reducing the bacterial count of a surface to an acceptable level

   C. Sterilizing--Removing or destroying *all* living microorganisms

   D. Detergent--Cleansing agent used in combination with water to effectively remove soil

   E. Rinsing agent--Chemical compound added to rinse water to hasten drying and to reduce water spotting of dishes, glassware, and flatware

   F. Kitchen utensils--Items such as pots, pans, strainers, skillets, and kettles

II. Methods of washing dishes and utensils

   A. By machine (Clinical Job Sheets #1-#3)

   B. By hand (Clinical Job Sheet #4)

III. Types of commercial dishwashing machines

   A. Single-tank, stationary-rack

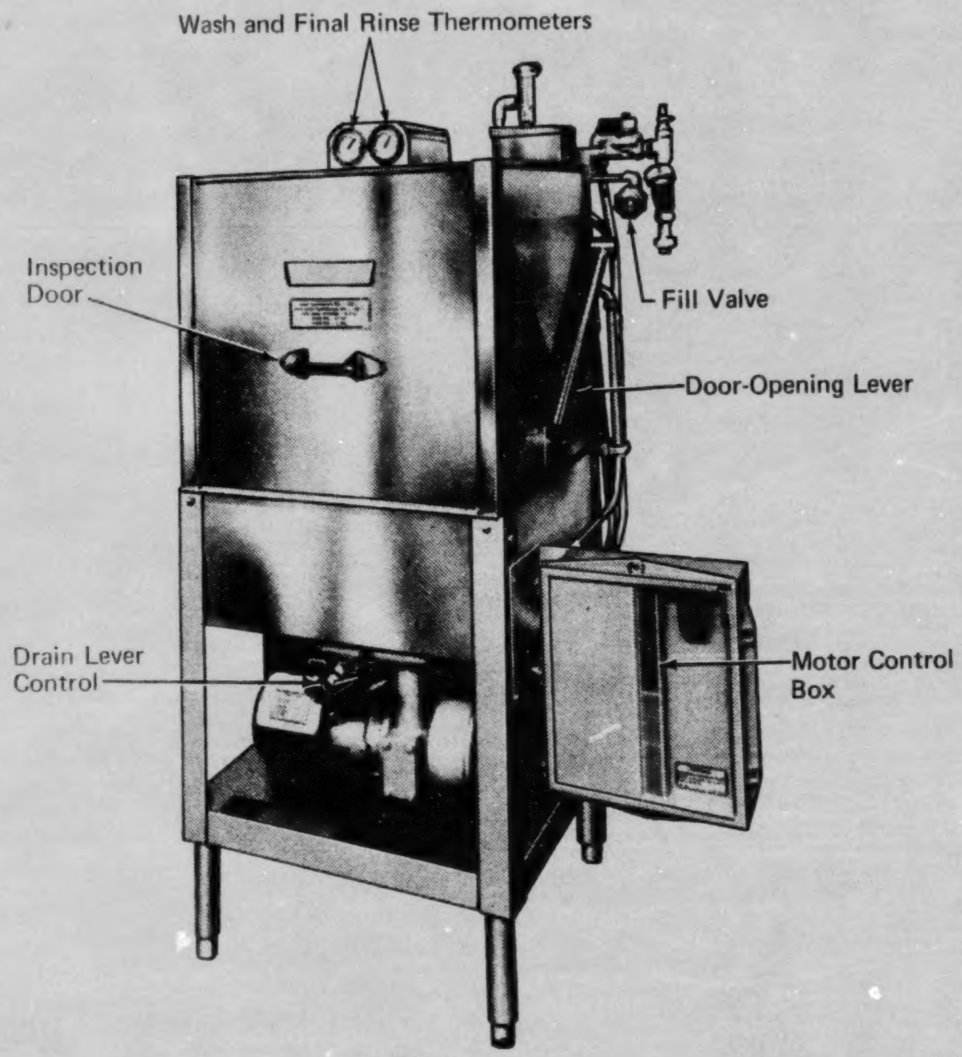
   B. Single-tank, conveyor

   C. Multiple-tank, conveyor

INFORMATION SHEET

IV. External parts of a single-tank dishwashing machine (Figure 1)

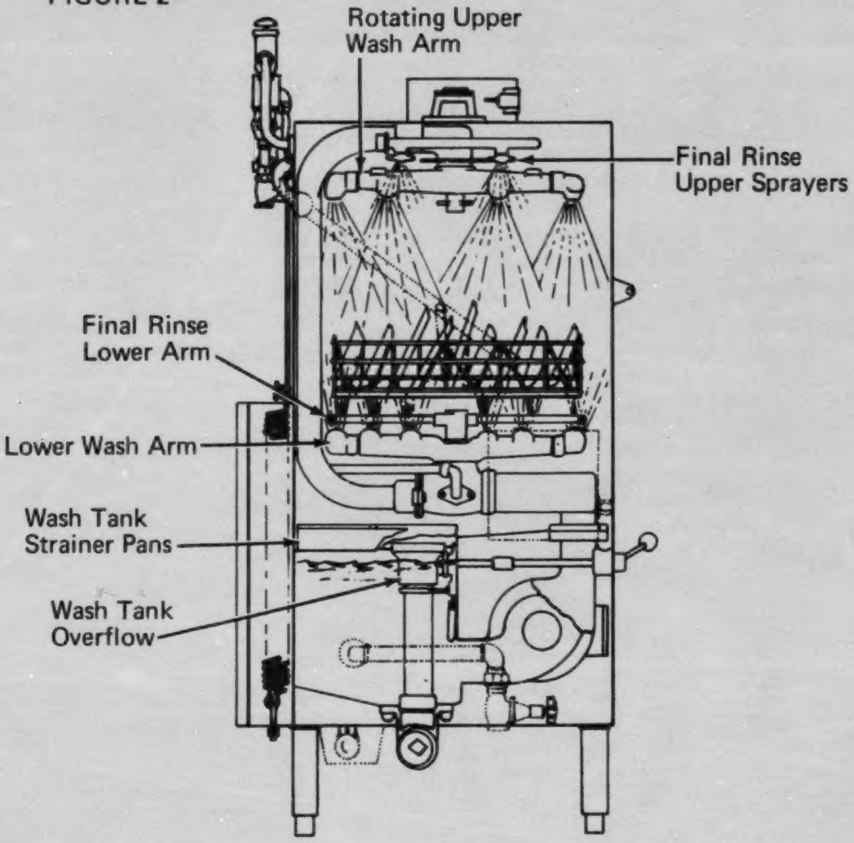
FIGURE 1


Wash and Final Rinse Thermometers
Inspection Door
Fill Valve
Door-Opening Lever
Drain Lever Control
Motor Control Box

INFORMATION SHEET

V. Internal parts of a single-tank dishwashing machine (Figure 2)

FIGURE 2


Rotating Upper Wash Arm
Final Rinse Upper Sprayers
Final Rinse Lower Arm
Lower Wash Arm
Wash Tank Strainer Pans
Wash Tank Overflow

Used with permission of the Hobart Corporation, Troy, Ohio.

VI. Correct temperatures for wash and rinse cycles of single-tank dishwashing machine (Clinical Job Sheet #2)

A. Wash cycle--150°F to 160°F

B. Rinse cycle--180°F to 190°F

(NOTE: If temperature rises above 212°F, steam is produced. When steam rather than water comes through final rinse jets, the dishes are not rinsed thoroughly.)

VII. Methods for sanitizing dishes and utensils

A. Clean, hot water

1. Mechanical warewashing--Final rinse water maintained at 180°F for fifteen seconds

INFORMATION SHEET

2. Manual warewashing--Immersion for at least thirty seconds in water maintained at a temperature of at least 170°F

   (NOTE: Have a thermometer available so that you can frequently check water temperature.)

B. Chemical sanitizing solution--Should be of a type approved by local health department and should be applied according to acceptable procedure

VIII. Steps in washing dishes (Figure 3; Clinical Job Sheets #1 and #2)

A. Prepare dishwashing machine for operation (Clinical Job Sheet #1)

B. Scrape, prerinse, and stack dishes according to type and size; presoak flatware (Clinical Job Sheet #2)

C. Without overcrowding, place dishes in racks according to type and size

D. Run racks through dishwashing machine

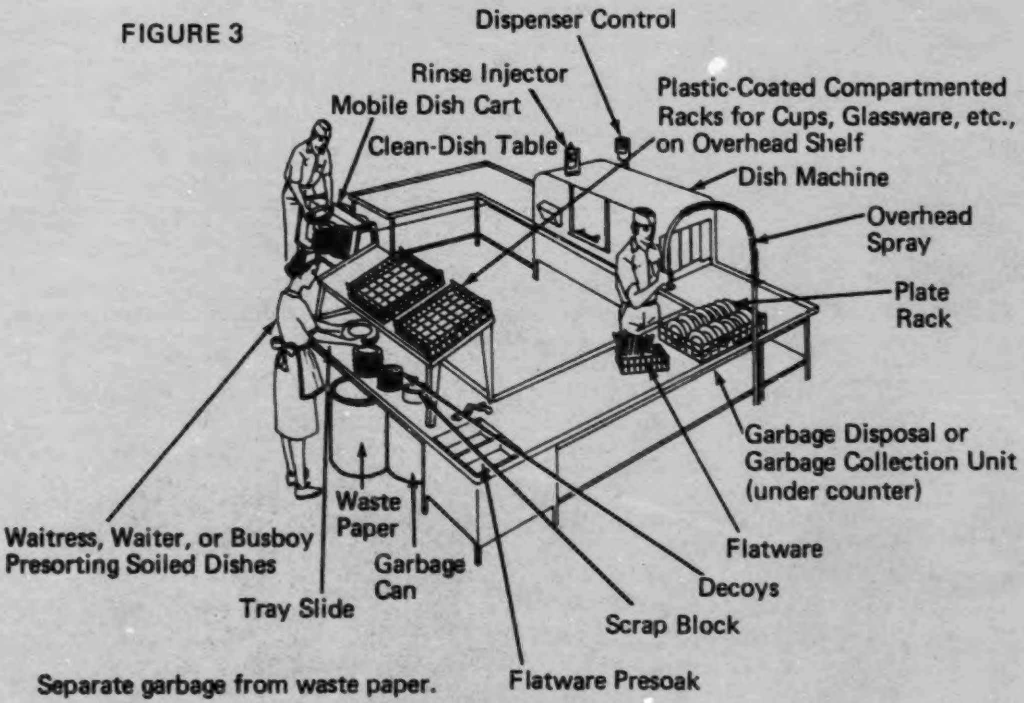
E. Allow dishes to air dry

F. Remove dishes with clean hands; store in a clean place

G. Clean dishwashing machine and dishwashing area

EXAMPLE:

FIGURE 3


Dispenser Control
Rinse Injector
Mobile Dish Cart
Clean-Dish Table
Plastic-Coated Compartmented Racks for Cups, Glassware, etc., on Overhead Shelf
Dish Machine
Overhead Spray
Plate Rack
Garbage Disposal or Garbage Collection Unit (under counter)
Flatware
Decoys
Scrap Block
Flatware Presoak
Waste Paper
Garbage Can
Tray Slide
Waitress, Waiter, or Busboy Presorting Soiled Dishes

Separate garbage from waste paper.

Used with permission of the McGraw-Hill Book Company.

INFORMATION SHEET

IX. Methods for checking effectiveness of dishwashing procedures (Clinical Job Sheet #2)

A. Visual inspection--To determine if dishes are clean and free of visible soil, grease, and food residue

B. Bacterial count--To determine if dishes have been properly sanitized

(NOTE: Bacterial counts should be performed routinely as a safeguard to the health of the people served. Counts of one hundred or more indicate that dishes are unclean. Counts above thirty indicate that dishwashing procedures should be checked and corrected.)

X. Ways to correct unsatisfactory dishwashing results

PROBLEM	POSSIBLE CAUSE	CORRECTIVE ACTION
Water spots on glasses and flatware	Lack of rinsing agent in final rinse	Check with supervisor regarding type and amount of rinsing agent to use
	Final rinse temperature too cool	Check to see if booster heater is on; report to supervisor if problem continues
Food left on flatware	Failure to presoak in correct solution	Ask supervisor for instructions for presoaking in effective solution
	Overcrowding of flatware racks or containers	Place flatware loosely in racks or containers for washing
Soap film on dishes and glassware	Inadequate rinsing because of clogged rinsed jets	Remove rinse jets and soak in deliming solution; unclog each jet with manufacturer's tool, paper clip, or ice pick
	Rinse cycle too brief	Report to supervisor so that machine can be adjusted or repaired
Wash temperature below 150°F	Heater for wash tank not turned on	Turn on heater
	Heater out of order	Report to supervisor so that machine can be repaired

INFORMATION SHEET

PROBLEM	POSSIBLE CAUSES	CORRECTIVE ACTION
Rinse temperature below 180°F	Booster heater not having time to heat water in lines sufficiently	Run machine through several cycles without dishes, and check temperature during final rinse
	Booster heater out of order	Report to supervisor so that machine can be repaired
Stained coffee cups	Incorrect detergent solution in wash cycle	Check with supervisor for correct type and amount of detergent to use
	Procedure for removing stains not being followed	Check with supervisor for instructions
Trays still wet when stored and reused	Removing from racks before dry and stacking wet	Leave in racks to dry (NOTE: Additional racks may be needed to allow trays to stay in racks until dry.)
	Inadequate ventilation and circulation of air in dishwashing area	Place a fan to blow on racks of clean trays after they come out of the dish machine

XI. Steps for preventing excessive dish breakage

A. Organize the work area before beginning to wash dishes, so that steps in dishwashing procedure can be performed efficiently rather than hurriedly

B. Use a rubber scraper or flush with water to remove food scraps

(NOTE: Do not bang dishes on dish tables or sides of trash can to dislodge food.)

C. Avoid stacking dishes too high

D. Work with smooth, flowing motion rather than with quick, jerky movements

(NOTE: A high noise level in dishwashing areas is associated with increased breakage.)

INFORMATION SHEET

E. Store and transport clean cups and glasses in racks

F. Store and transport clean plates and bowls in mobile dish carts

(NOTE: If funds are not available to buy mobile dish carts, use of clean plastic bus tubs transported on utility carts helps reduce breakage as compared with hand carrying dishes and glasses.)

WAREWASHING
UNIT II

CLINICAL JOB SHEET #1--PREPARE A DISHWASHING MACHINE FOR OPERATION

(NOTE: The procedure outlined in this job sheet may be changed to allow for differences in equipment and supplies, standards of the facility, and personal preferences of the clinical instructor.)

I. Equipment and supplies

   A. Dishwashing machine

   B. Detergent

   C. Drying agent

II. Procedure

   A. Place scrap trays in machine

   B. Place curtains in machine (if applicable)

   C. Close drain valve tightly

   D. Open fill valve(s)

   E. Fill tank(s) to specified level

   F. Shut off fill valve(s)

   G. Turn on machine motor (if appropriate) and heater for wash tank

   H. Add detergent to reservoir if needed

   (NOTE: Many machines are equipped with a buzzer that sounds when detergent needs to be added.)

   I. Add drying agent to reservoir if needed

   (NOTE: Drying agent helps dishes dry quickly without water spots.)

   J. Check wash temperature and rinse temperature by running dishwashing machine through a cycle

      1. Wash temperature--150°F to 160°F

      2. Final rinse temperature--180°F to 190°F

      (CAUTION: Do not begin washing dishes until all temperatures are correct. Detergent will not work correctly in removing soil from dishes if water in wash tank is too cool or too hot. Dishes will not be sanitized and will not dry quickly if rinse temperature is not hot enough. Notify your supervisor of any variation in correct temperature.)

WAREWASHING
UNIT II

CLINICAL JOB SHEET #2--OPERATE A DISHWASHING MACHINE

(NOTE: The procedure outlined in this job sheet may be changed to allow for differences in equipment and supplies, standards of the facility, and personal preferences of the clinical instructor.)

I. Equipment and supplies

   A. Dishwashing machine

   B. Detergent

   C. Drying agent

   D. Dishwashing machine racks (if applicable)

II. Procedure

   A. Prepare dishwashing machine for operation according to procedure

   (NOTE: See Clinical Job Sheet #1 for correct procedure.)

   B. Remove paper, plastic film, toothpicks, bones, and other nonfood items from dishes

   (NOTE: These materials should go into the trash can. Do *not* put these materials down the waste disposal.)

   C. Scrape and prerinse food soil from dishes

   (NOTE: Food scraps should go into the waste disposal.)

   D. Sort soiled dishes, and stack similar items together

   E. Place dishes in appropriate racks

   (NOTE: *Do not* overcrowd or stack dishes on top of each other. All surfaces of dish must come into contact with wash and rinse sprays.)

   F. Place cups and glasses upside down in a flat or glass rack

   G. Run racks through dishwashing machine

   (NOTE: Allow each rack to complete both the wash and rinse cycles before removing from the machine. *Do not* try to hurry the machine.)

   H. Check water temperatures frequently

   I. Check water in wash tank periodically; drain and fill with clean water if needed

CLINICAL JOB SHEET #2

J. Soak flatware to loosen food residue

K. Wash flatware twice

   1. Wash in flat rack

   2. Sort and wash in flatware baskets with handles up

L. Allow all dishes and flatware to air dry

(NOTE: Dishes should not be towel dried because of the possibility of contaminating sanitized dishes with a soiled towel.)

(CAUTION: Always wash hands or immerse hands in sanitizing solution before handling clean dishes, especially after handling soiled dishes.)

M. Tilt glass and cup racks to drain excess water

N. Remove clean dishes

(NOTE: Inspect dishes for cleanliness and rewash if necessary.)

O. Do not touch any part of the dish or flatware that will be touched with food

P. Stack dishes in proper storage areas

(NOTE: Leave glasses and cups in racks for storage if possible.)

Q. Turn off machine motor and heater

R. Store empty dishracks in proper areas

S. Clean dishwashing machine and dishwashing area (Clinical Job Sheet #3)

WAREWASHING
UNIT II

CLINICAL JOB SHEET #3--CLEAN A DISHWASHING MACHINE

(NOTE: The procedure outlined in this job sheet may be changed to allow for differences in equipment and supplies, standards of the facility, and personal preferences of the clinical instructor.)

I. Equipment and supplies

  A. Dishwashing machine

  B. Hose

  C. Stiff-bristled, long-handled brush

  D. Squeegee

  E. Clean cloths

  F. Deliming agent

II. Procedure

  A. After each meal

    1. Pull scrap trays

    2. Remove curtains

    3. Clean trays with brush

    (NOTE: Run curtains through dish machine after last use of the day.)

    4. Run trays through dish machine

    5. Turn off dishwashing machine

    6. Scrub down dish tables

    7. Rinse dish tables

    8. Squeegee dish tables

    9. Drain machine

    10. Scrub tanks with brush while draining

    11. Hose down inside of machine

    12. Clean outside of soap dispenser

    13. Clean outside of machine

    14. Fill tanks with water

CLINICAL JOB SHEET #3

15. Allow water to overflow for two to three minutes

16. Replace scrap trays and curtains

    (NOTE: After the last meal of the day, do not fill tanks and do not replace curtains until next use.)

B. Weekly

1. Perform after-each-meal cleaning steps
2. Remove wash arms
3. Clean wash arms so that they are free of foreign material
4. Replace wash arms
5. Remove rinse jets
6. Remove lime or iron deposits from rinse jets
7. Turn off soap dispenser
8. Turn off final rinse
9. Fill machine
10. Add detergent or delime solution to each tank
11. Run machine for forty-five minutes
12. Drain machine
13. Scrub all tanks
14. Hose down machine
15. Replace rinse jets
16. Wipe all stainless-steel equipment
17. Clean soap dispenser
18. Clean exterior of machine with hot water
19. Dry exterior of machine with clean, soft cloth
20. Clean exterior with deliming agent
21. Turn on soap dispenser
22. Turn on final rinse
23. Return all cleaning supplies to their proper storage areas.

WAREWASHING
UNIT II

CLINICAL JOB SHEET #4--WASH POTS AND PANS BY HAND

(NOTE: The procedure outlined in this job sheet may be changed to allow for differences in equipment and supplies, standards of the facility, and personal preferences of the clinical instructor.)

I. Equipment and supplies

   A. Three-compartment sink

   B. Pan-washing detergent

   C. Sanitizing agent

   D. Short-handled, stiff-bristled brush

   E. Scrubber

   F. Clean cloth

   G. Rubber gloves

   H. Rubber scraper

II. Procedure

   A. Fill each compartment with correct solution

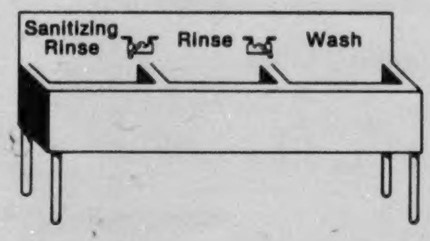
      1. Wash sink--Fill with water at 110°F to 120°F; add detergent according to manufacturer's recommendation

      2. Rinse sink--Fill with clean, warm water

      3. Sanitizing rinse sink--Fill with warm water and add chemical sanitizing agent according to manufacturer's recommendation (Figure 4)

         (NOTE: An alternate sanitizing method is to fill sink with hot water that is at least 170°F.)

FIGURE 4



CLINICAL JOB SHEET #4

B. Scrape waste food into appropriate container or disposal

(NOTE: To save time and effort, send as many utensils as possible through the dishwashing machine.)

C. Wash utensil in the wash sink, using cloth, brush, or scrubber

(NOTE: For ease in washing, do not allow food to dry on utensil. Presoak or wash immediately after use.)

D. Rinse utensil in rinse sink

E. Sanitize utensil in sanitizing sink

F. Air dry utensils

(NOTE: Towel drying may contaminate a sanitized utensil.)

G. Store clean utensils in the proper storage area

(NOTE: Inspect utensils for cleanliness before storing. A utensil that feels greasy is not acceptable.)

H. Change water in sinks as often as necessary to prevent greasiness

I. Drain sinks

J. Clean sinks with appropriate cleanser

(NOTE: The above procedure can also be used for hand washing dishes.)

K. Return all cleaning supplies to their proper storage areas.

WAREWASHING
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with warewashing to their correct definitions. Write the correct numbers in the blanks.

______a. Cleansing agent used in combination with water to effectively remove soil

______b. Removing visible soil such as dirt, grease, or food residue

______c. Chemical compound added to rinse water to hasten drying and to reduce water spotting of dishes, glassware, and flatware

______d. Reducing the bacterial count of a surface to an acceptable level

______e. Items such as pots, pans, strainers, skillets, and kettles

______f. Removing or destroying *all* living microorganisms

1. Cleaning
2. Sanitizing
3. Detergent
4. Kitchen utensils
5. Rinsing agent
6. Sterilizing

2. List methods of washing dishes and utensils.

a. ______________________________

b. ______________________________

3. List types of commercial dishwashing machines.

a. ______________________________

b. ______________________________

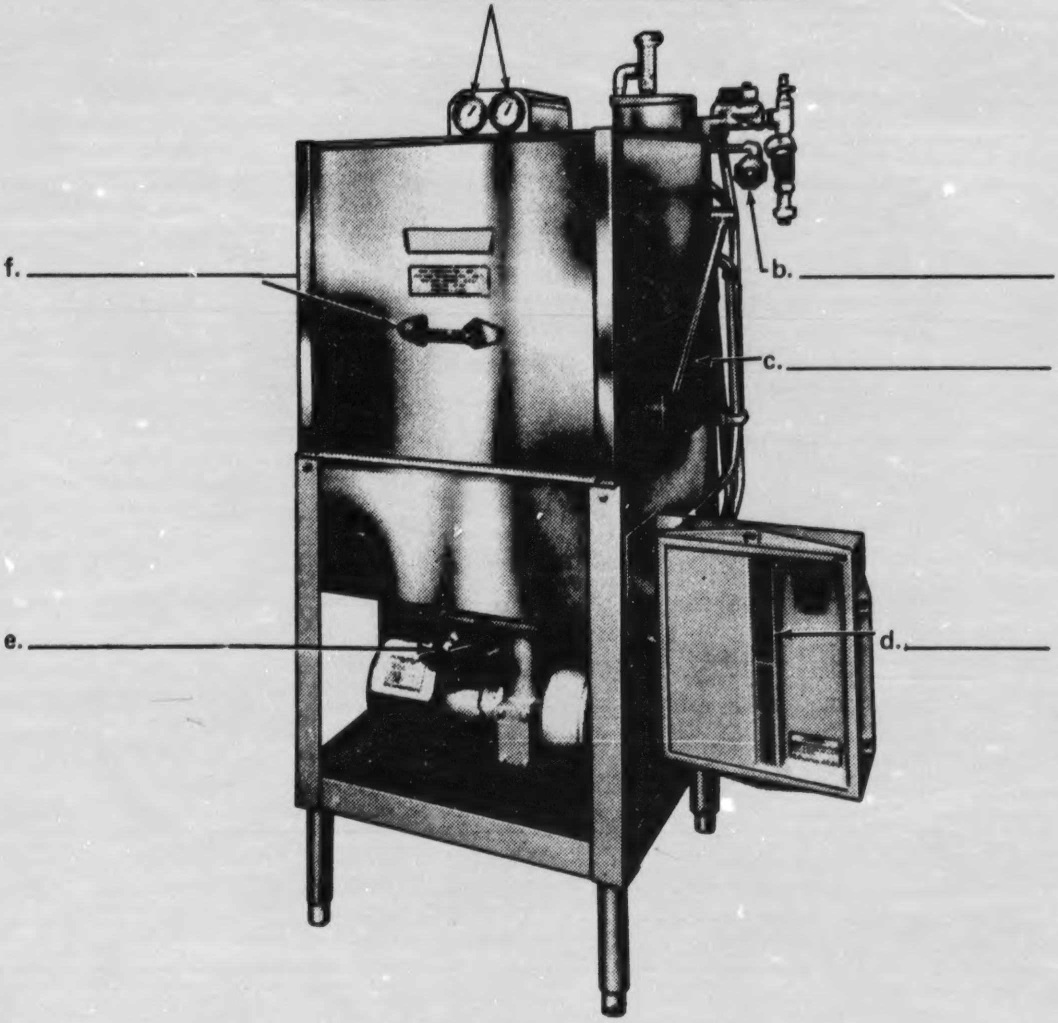
c. ______________________________

TEST

4. Identify the external parts of a single-tank dishwashing machine. Write the correct names in the blanks.

Motor control box	**Door-opening lever**
Inspection door	**Drain lever control**
Fill valve	**Wash and final rinse thermometers**

a. ______________________



b. ______________________

c. ______________________

d. ______________________

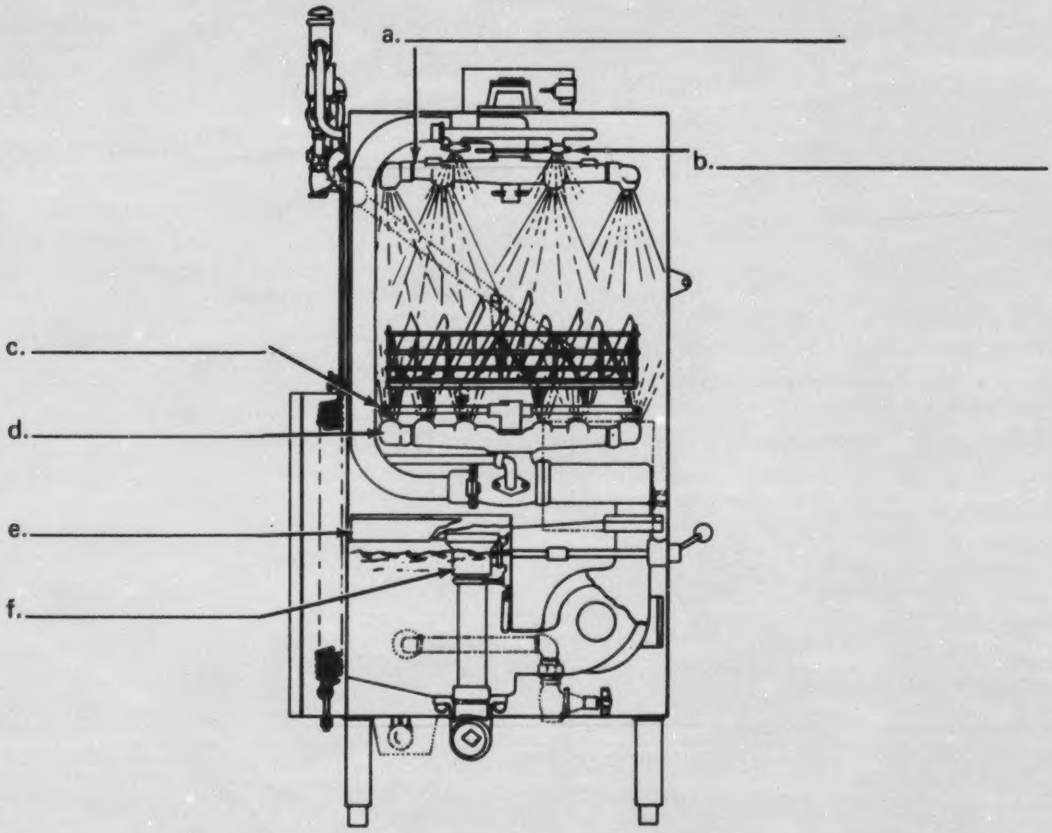
e. ______________________

f. ______________________

TEST

5. Identify the internal parts of a single-tank dishwashing machine. Write the correct names in the blanks.

Wash tank strainer pans
Final rinse lower arm
Lower wash arm
Rotating upper wash arm
Wash tank overflow
Final rinse upper sprayers



6. State correct temperatures for wash and rinse cycles of single-tank dishwashing machine.

   a. Wash cycle--__________°F to __________°F

   b. Rinse cycle--__________°F to __________°F

7. Describe methods for sanitizing dishes and utensils.

   a. Clean, hot water

      1) Mechanical warewashing--______________________________

      ____

TEST

2) Manual warewashing--____

____

b. Chemical sanitizing solution--____

____

____

____

8. Arrange in order the steps in washing dishes. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Allow dishes to air dry

_____b. Scrape, prerinse, and stack dishes according to type and size; presoak flatware

_____c. Clean dishwashing machine and dishwashing area

_____d. Remove dishes with clean hands; store in a clean place

_____e. Run racks through dishwashing machine

_____f. Without overcrowding, place dishes in racks according to type and size

_____g. Prepare dishwashing machine for operation

9. Describe methods for checking effectiveness of dishwashing procedures.

a. Visual inspection--____

____

b. Bacterial count--____

____

TEST

10. State ways to correct unsatisfactory dishwashing results.

PROBLEM	POSSIBLE CAUSE	CORRECTIVE ACTION
Water spots on glasses and flatware	Lack of rinsing agent in final rinse	a.
	Final rinse temperature too cool	b.
Food left on flatware	Failure to presoak in correct solution	c.
	Overcrowding of flatware racks or containers	d.
Soap film on dishes and glassware	Inadequate rinsing because of clogged rinse jets	e.
	Rinse cycle too brief	f.
Wash temperature below 150°F	Heater for wash tank not turned on	g.
	Heater out of order	h.
Rinse temperature below 180°F	Booster heater not having time to heat water in lines sufficiently	i.

TEST

PROBLEM	POSSIBLE CAUSE	CORRECTIVE ACTION
	Booster heater out of order	j.
Stained coffee cups	Incorrect detergent solution in wash cycle	k.
	Procedure for removing stains not being followed	l.
Trays still wet when stored and reused	Removing from racks before dry and stacking wet	m.
	Inadequate ventilation and circulation of air in dishwashing area	n.

11. State four steps for preventing excessive dish breakage.

    a. ____________________

    b. ____________________

    c. ____________________

    d. ____________________

(NOTE: Test question 12 lists the job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Demonstrate the ability to

    a. Prepare a dishwashing machine for operation.

    b. Operate a dishwashing machine.

    c. Clean a dishwashing machine.

    d. Wash pots and pans by hand.

WAREWASHING
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 450. The point total for questions 1-11 is 150; the point total for question 12 is 300.)

1. (10 points)
   a. 3
   b. 1
   c. 5
   d. 2
   e. 4
   f. 6

2. (2 points)
   a. By machine
   b. By hand

3. (3 points)
   a. Single-tank, stationary-rack
   b. Single-tank, conveyor
   c. Multiple-tank, conveyor

4. (12 points)
   a. Wash and final rinse thermometers
   b. Fill valve
   c. Door-opening lever
   d. Motor control box
   e. Drain lever control
   f. Inspection door

ANSWERS TO TEST

5. (12 points)

   a. Rotating upper wash arm

   b. Final rinse upper sprayers

   c. Final rinse lower arm

   d. Lower wash arm

   e. Wash tank strainer pans

   f. Wash tank overflow

6. (8 points)

   a. 150°F to 160°F

   b. 180°F to 190°F

7. (12 points)

   Description should include the following

   a. Clean, hot water

      1) Mechanical warewashing--Final rinse water maintained at 180°F for fifteen seconds

      2) Manual warewashing--Immersion for at least thirty seconds in water maintained at a temperature of at least 170°F

   b. Chemical sanitizing solution--Should be of a type approved by local health department and should be applied according to acceptable procedure

8. (28 points)

   a. 5

   b. 2

   c. 7

   d. 6

   e. 4

   f. 3

   g. 1

ANSWERS TO TEST

9. (9 points)

Description should include the following

a. Visual inspection--To determine if dishes are clean and free of visible soil, grease, and food residue

b. Bacterial count--To determine if dishes have been properly sanitized

10. (42 points)

a. Check with supervisor regarding type and amount of rinsing agent to use

b. Check to see if booster heater is on; report to supervisor if problem continues

c. Ask supervisor for instructions for presoaking in effective solution

d. Place flatware loosely in racks or containers for washing

e. Remove rinse jets and soak in deliming solution; unclog each jet with manufacturer's tool, paper clip, or ice pick

f. Report to supervisor so that machine can be adjusted or repaired

g. Turn on heater

h. Report to supervisor so that machine can be repaired

i. Run machine through several cycles without dishes, and check temperature during final rinse

j. Report to supervisor so that machine can be repaired

k. Check with supervisor for correct type and amount of detergent to use

l. Check with supervisor for instructions

m. Leave in racks to dry

n. Place a fan to blow on racks of clean trays after they come out of the dish machine

11. (12 points)

Answer should include any four of the following

a. Organize the work area before beginning to wash dishes, so that steps in dishwashing procedure can be performed efficiently rather than hurriedly

b. Use a rubber scraper or flush with water to remove food scraps

ANSWERS TO TEST

c. Avoid stacking dishes too high

d. Work with smooth, flowing motion rather than with quick, jerky movements

e. Store and transport clean cups and glasses in racks

f. Store and transport clean plates and bowls in mobile dish carts

12. Performance skills evaluated to the satisfaction of the clinical instructor

    a. (50 points)

    b. (100 points)

    c. (75 points)

    d. (75 points)

HOUSEKEEPING AND PEST CONTROL
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use established procedures for good housekeeping and pest control in the dietary department. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with housekeeping skills to their correct definitions.
2. Select from a list areas in a food service operation where good housekeeping skills are necessary.
3. List reasons for sanitation in a dietary department.
4. Match dietary department areas to their correct sanitation standards.
5. Identify common types of kitchen pests.
6. Match common kitchen pests to sites where they live and breed.
7. State reasons for insect and rodent control.
8. Select from a list elements of environmental sanitation in insect and rodent control.
9. Discuss ways of controlling specific insects and rodents.
10. Define effective chemical control of pests.
11. State procedures for proper garbage disposal.
12. Describe correct storage and usage of housekeeping supplies.
13. Describe correct storage practices and safety rules for cleaning compounds.
14. Make recommendations to improve dietary department sanitation.
15. Interpret dietary department floor care policy and procedure.
16. Record information about cleaning compounds used in the dietary department.
17. Interpret dietary department policy and procedure for safe use of cleaning supplies.
18. Make recommendations to improve pest control.

OBJECTIVE SHEET

19. Demonstrate the ability to
    - a. Wet mop a floor.
    - b. Clean walls and woodwork.
    - c. Clean a garbage can.
    - d. Clean a restroom.

HOUSEKEEPING AND PEST CONTROL
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials to supplement unit.

      1. Filmstrip--*Procedures in Cleaning and Sanitation.* 35 mm filmstrip/cassette, color, 14 minutes. Trainex Corporation, 1979. Available from Trainex Corporation, P. O. Box 116, Garden Grove, California 92642.

      2. Filmstrip--*Establishment and Equipment Sanitation.* 35 mm filmstrip/cassette, color, 12 minutes. National Restaurant Association, 1972. Available from The National Restaurant Association, 1530 North Lake Drive, Chicago, Illinois 60610.

      3. Filmstrip--*The Freeloaders.* 35 mm filmstrip/33 1/3 rpm record, color, 15 minutes. National Restaurant Association, 1972. Available from The National Restaurant Association, 1530 North Lake Drive, Chicago, Illinois 60610.

   B. Provide students with objective sheet.

   C. Provide students with information, assignment, and job sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Demonstrate and discuss procedures outlined in job sheets.

   G. Develop appropriate learning activities for special needs students.

   H. Invite a professional exterminator to speak to the group on equipment used, laws governing a licensed commercial exterminator, steps employees can take for pest control, areas where most problems are found, and safety precautions for use of pesticides.

   I. Pose the situation that one of the employees has found a pest in the dietary department. Ask what the student would do. Describe step-by-step procedure for handling, if the student does not know.

   J. Give test.

   K. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

SUGGESTED ACTIVITIES

D. Class assignment sheets

  1. Class Assignment Sheet #1--Match Dietary Department Areas to Their Correct Sanitation Standards

  2. Class Assignment Sheet #2--Complete Statements about Pest Control

E. Answers to class assignment sheets

F. Clinical assignment sheets

  1. Clinical Assignment Sheet #1--Make Recommendations to Improve Dietary Department Sanitation

  2. Clinical Assignment Sheet #2--Interpret Dietary Department Floor Care Policy and Procedure

  3. Clinical Assignment Sheet #3--Record Information About Cleaning Compounds Used in the Dietary Department

  4. Clinical Assignment Sheet #4--Interpret Dietary Department Policy and Procedure for Safe Use of Cleaning Supplies

  5. Clinical Assignment Sheet #5--Make Recommendations to Improve Pest Control

G. Answers to clinical assignment sheets

H. Clinical job sheets

  1. Clinical Job Sheet #1--Wet Mop a Floor

  2. Clinical Job Sheet #2--Clean Walls and Woodwork

  3. Clinical Job Sheet #3--Clean a Garbage Can

  4. Clinical Job Sheet #4--Clean a Restroom

I. Test

J. Answers to test

III. Unit references

A. *Being a Food Service Worker: Student Manual.* Chicago, Illinois: Hospital Research and Educational Trust, 1974.

B. *Food Equipment Sanitation: Cleaning Procedures.* St. Paul, Minnesota: Economics Laboratory, 1965.

C. *Food Service Sanitation Manual.* Washington, D.C.: U.S. Department of Health, Education and Welfare, 1976.

SUGGESTED ACTIVITIES

D. Litsky, B. Y. *Food Service Sanitation.* Chicago, Illinois: Modern Hospital Press, 1973.

E. Livermon, Marjorie, ed. *Oklahoma Diet Manual.* Oklahoma City, Oklahoma: Oklahoma Dietetic Association, 1982.

F. Longree, K., and G. G. Blaker. *Sanitary Techniques in Food Service.* New York: John Wiley and Sons, 1971.

G. Richardson, T. M. *Sanitation for Food Service Workers.* Chicago, Illinois: Medalist Publications, Inc., 1969.

H. *Rules and Regulations Pertaining to Food Service Establishments.* Oklahoma City, Oklahoma: Oklahoma State Department of Health, 1980.

HOUSEKEEPING AND PEST CONTROL
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Bacteria--Plantlike, single cells visible only with a microscope

  B. Bactericide--Substance or compound that if correctly used lowers bacteria count to a safe level

  (NOTE: Bactericide is also known as *germicide.*)

  C. Clean--To remove visible soil

  D. Cleaning compound--Chemical substance that makes cleaning easier

  E. Nourishment station--Small kitchen in patient area from which supplemental beverages and food are dispensed

  F. Professional exterminator--Individual who is licensed by the Department of Agriculture to purchase and use pesticides commercially

  G. Sanitize--To lower bacteria count on a surface to a safe level

  H. Toxic residue--Poisonous material left on a surface when cleaning compounds or pesticides are not used correctly

II. Areas in a food service operation where good houskeeping skills are necessary

  A. Kitchen and all areas where food is prepared, stored, and served

  B. Areas where dietary equipment is washed and stored

  C. Dressing or locker rooms and employee restrooms

  D. Garbage disposal areas

  E. Nourishment stations

III. Reasons for sanitation in a dietary department

  A. Eliminating unsanitary conditions

  B. Eliminating food-diseased materials

  C. Eliminating kitchen pests

  D. Providing safety for the consumer

  E. Providing better working conditions for employees

  F. Promoting good public relations

INFORMATION SHEET

IV. Sanitation standards for dietary department areas (Class Assignment Sheet #1; Clinical Assignment Sheets #1 and #2; Clinical Job Sheets #1-#4)

A. Walls, ceiling, and floors (Clinical Job Sheets #1 and #2)

1. Clean and dry
2. Smooth, hard surfaces in good repair

B. Sewage disposal--Constructed and operated according to rules and regulations of health authorities

C. Plumbing

1. No leakage
2. No backflow into drains, dishwashers, or ice machines

D. Floor drains

1. Mandatory when floors are cleaned by hosing
2. Adequate and well located
3. Unclogged and operational

E. Ventilation system

EXAMPLES: Window exhaust fans, hood exhaust systems, unit blowers, unit cooling systems

1. Capable of removing hot, stale, odorous, moist, greasy, or smoky air
2. Should prevent moisture from collecting on walls or ceilings

F. Lighting

1. Clean fixtures
2. Adequate for size of department

   (NOTE: With good lighting, dirt is obvious; with poor lighting, good cleaning is impossible.)

G. Hand washing facilities (Clinical Job Sheet #4)

1. Located in areas where food is prepared
2. Located adjacent to restrooms
3. Located in locker or dressing rooms
4. Located in warewashing area

INFORMATION SHEET

H. Locker, dressing, and restroom facilities

   1. Contain hand washing area

   2. Maintained in clean, sanitary condition

I. Garbage disposal (Clinical Job Sheet #3)

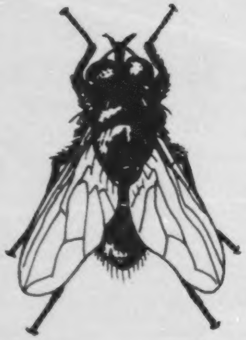
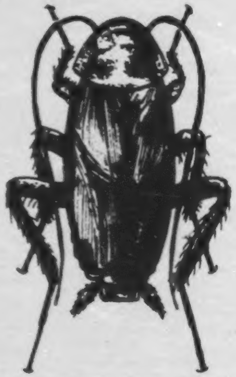
   1. Containers of durable materials that do not leak or absorb liquids

   2. Containers tightly covered

   3. Mechanical disposals in proper working order

INFORMATION SHEET

V. Common types of kitchen pests (Class Assignment Sheet #2)

PEST	CHARACTERISTICS	HOW THEY SPREAD DISEASE
A. Flies 	Eggs go through two stages: maggot and pupal In four or five days an adult emerges	Cover their legs, very hairy bodies, and wings with filthy material and deposit it on next surface touched Often eat and eliminate at same time; light colored spots are vomited stomach fluids, and darker spots are eliminated wastes (NOTE: Stomach fluids are vomited on food to liquefy it so fly can swallow it.) Laboratory tests reveal that as many as 28,000,000 bacteria can be carried inside body, and as many as 5,000,000 bacteria can be carried on hairy body and feet
B. Cockroaches 	Lay from twenty-five to thirty eggs; live five years Will eat anything; always thirsty Spend days in cracks, crevices--often near steam pipes; feed at night when it is dark Have disagreeable odor	Carry bacteria on bodies and in stomachs, where they remain alive for a long time Feed on contaminated materials and pick up large numbers of germs Have been implicated in causing diarrhea, dysentery, typhoid fever, and food poisoning

INFORMATION SHEET

PEST	CHARACTERISTICS	HOW THEY SPREAD DISEASE
C. Mosquitos 	Life cycle is ten days; multiply rapidly	Carry disease on and in their bodies; transmit to humans by biting
D. Ants 	Communal; live in large colonies Some like sweets; others like meat	Carry disease by coming in contact with waste and filth and trasporting bacteria from their feet and bodies to food
E. Rodents 	Will eat any kind of food; live two to three years Females produce five litters of six to nine young per year Can enter dwelling (kitchen) through a half-inch crack Build nests in rubbish heaps, under piles of lumber, in hollow spaces of poorly constructed walls Dislike open spaces; move along walls leaving a dark, greasy trail Good swimmers; travel in sewers	Carry fleas on their bodies that transmit typhus fever and bubonic plague Urine and feces will infect food Tissues may contain trichinosis parasite that infects hogs and is transmitted to humans

INFORMATION SHEET

VI. Sites where common kitchen pests live and breed (Class Assignment Sheet #2; Clinical Assignment Sheet #5)

A. Flies

1. Decaying vegetable and animal matter
2. Garbage (food waste) left standing out
3. Human and animal wastes

B. Cockroaches

1. Warm, dark, damp places

   (NOTE: Cockroaches come out to feed at night when it is dark and quiet.)

2. Cracks, behind cabinets, inside hollow walls
3. Standing water around pipes and drains
4. Incoming supplies

C. Rodents

1. Trash piles
2. Refuse dumps
3. Decaying food

D. Mosquitos--Standing water

EXAMPLES: Drains, barrels, potholes

E. Ants--Hills in soil

VII. Reasons for insect and rodent control

A. Preventing destruction or contamination of food

B. Preventing spread of disease organisms and filth

VIII. Elements of environmental sanitation in insect and rodent control (Class Assignment Sheet #2; Clinical Assignment Sheet #5)

A. Remove refuse and garbage to prevent breeding

B. Keep lids on garbage cans

C. Discard all spoiled food promptly

INFORMATION SHEET

D. Remove standing water

EXAMPLES: Leaky plumbing that leaves water on floors promotes cockroach infestation; standing puddles or containers of water provide mosquito breeding sites

E. Clean floor and sink drains frequently

F. Keep doors and windows closed and screened

G. Eliminate sources of pest entry

(NOTE: Report structural maintenance problems to supervisor.)

H. Use a professional exterminator on a regular basis

IX. Ways of controlling specific insects and rodents (Clinical Assignment Sheet #5)

A. Flies

1. Eliminate breeding places
2. Screen doors and windows
3. Keep garbage cans covered
4. Keep food covered

B. Cockroaches

1. Keep sinks and areas around pipes clean and dry
2. Remove standing water
3. Do not leave dirty dishes or food scraps out at night
4. Keep food covered
5. Inspect incoming supplies before storing

   EXAMPLES: Paper bags, bags of potatoes, cardboard boxes

6. Avoid using shelf paper

C. Ants

1. Keep garbage cans covered
2. Dispose of garbage promptly
3. Keep food covered

INFORMATION SHEET

D. Rodents

1. Seal holes in walls, doors, and windows
2. Keep garbage cans tightly covered

E. Mosquitos

1. Screen doors and windows
2. Remove standing water

X. Effective chemical control of pests--Professional extermination and follow-up as needed

(NOTE: Always rely on a professional exterminator. Never try to tackle the job yourself with sprays and products purchased at a store.)

XI. Procedures for proper garbage disposal

A. Use adequate number of containers

B. Use watertight containers

C. Be sure lids are tight and containers are kept covered

D. Secure plastic liners

E. Tie liner tightly

F. Remove garbage from dietary department as necessary

G. Rinse containers as necessary

H. Scrub containers daily with cleaning solution

I. Avoid spilling garbage

J. Clean up all spills

XII. Correct storage and usage of housekeeping supplies (Clinical Assignment Sheet #3)

A. Floor brush or plastic broom

(NOTE: Brooms and brushes should be made of materials such as plastic that can be sanitized.)

1. Use no straw brooms
2. Store on holders
3. Use only on dry surfaces

INFORMATION SHEET

B. Buttons, pails, and wringers

   1. Empty after each use
   2. Rinse after each use

C. Wet mops

   1. Wring out after each use
   2. Clean, and store on hooks with heads up
   3. Replace mop heads as often as necessary

   (NOTE: Never let mops stand on floor or in mop bucket in kitchen or dining area.)

XIII. Correct storage practices and safety rules for cleaning compounds (Clinical Assignment Sheet #4)

A. Storage practices

   1. Locate storage away from areas used for food preparation, food storage, and storage of clean equipment and utensils
   2. Store only those compounds that are absolutely necessary for maintaining the premises
   3. Store poisonous and toxic materials in a separate cabinet that is used for no other purpose

B. Safety rules

   1. Use bactericides, cleaning compounds, and other compounds intended for use on food-contact surfaces only in the prescribed manner to avoid leaving a toxic residue
   2. Read label and follow directions
   3. Never mix cleaning compounds

   EXAMPLES: Chlorine bleach and deliming agent; chlorine bleach and ammonia

   (CAUTION: Never mix chlorine bleach with other cleaning compounds or agents, nor pour it down floor drains. Mixing cleaning compounds could create poisonous gas.)

   4. Label containers prominently and distinctly

   (NOTE: If large quantities [drums] are purchased, smaller containers from the manufacturer [properly labeled] should also be purchased. Cleaning compounds should *never* be transferred to old containers that have been used to hold other compounds.)

INFORMATION SHEET

5. Use caution in handling cleaning compounds

   EXAMPLE: Avoid splashing, spilling

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLASS ASSIGNMENT SHEET #1--MATCH DIETARY DEPARTMENT AREAS TO THEIR CORRECT SANITATION STANDARDS

NAME ________________________________ SCORE ______________

Good dietary department housekeeping is an important part of sanitation and pest control.

Match the following areas to their correct sanitation standards. Write the correct numbers in the blanks. Answers may be used more than once. Areas are continued on the next page.

______A. Should prevent moisture from collecting on walls or ceilings

______B. No leakage

______C. Clean and dry

______D. Mandatory when floors are cleaned by hosing

______E. Contain hand washing area

______F. Smooth, hard surfaces in good repair

______G. No backflow into drains, dishwashers, or ice machines

______H. Mechanical disposals in proper working order

______I. Constructed and operated according to rules and regulations of health authorities

______J. Located in locker or dressing rooms

______K. Capable of removing hot, stale, odorous, moist, greasy, or smoky air

______L. Adequate and well located

______M. Clean fixtures

______N. Containers tightly covered

______O. Located in areas where food is prepared

______P. Unclogged and operational

1. Walls, ceilings, and floors
2. Sewage disposal
3. Plumbing
4. Floor drains
5. Ventilation system
6. Lighting
7. Hand washing facilities
8. Locker, dressing, and restroom facilities
9. Garbage disposal

CLASS ASSIGNMENT SHEET #1

______Q. Containers of durable materials that do not leak or absorb liquids

______R. Adequate for size of department

______S. Located adjacent to restrooms

______T. Maintained in clean, sanitary condition

______U. Located in warewashing area

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLASS ASSIGNMENT SHEET #2--COMPLETE STATEMENTS ABOUT PEST CONTROL

NAME ______________________ SCORE ____________

Pest control promotes good dietary department sanitation and helps control food cost and loss.

Complete the following statements about pest control. You may refer to your Information Sheet, Sections VI and IX. Write your answers in the spaces provided.

A. Flies

1. Where they live and breed
    a. Decaying ____________ and animal matter
    b. Garbage (food waste) left ____________ ____________
    c. Human and animal ____________
2. Ways of controlling
    a. Eliminate ____________ places
    b. ____________ doors and windows
    c. Keep garbage cans ____________
    d. Keep food ____________

B. Cockroaches

1. Where they live and breed
    a. Warm, ____________, ____________ places
    b. Cracks, behind ____________, inside ____________ ____________
    c. Standing ____________ around ____________ and ____________
    d. Incoming ____________
2. Ways of controlling
    a. Keep sinks and areas around pipes ____________ and ____________
    b. Remove standing ____________
    c. Do not leave ____________ ____________ or food scraps out at night

CLASS ASSIGNMENT SHEET #2

d. Keep ____________________ covered

e. ________________ incoming supplies before storing

C. Ants

1. Where they live and breed--Hills in ___________________

2. Ways of controlling

a. Keep garbage cans ___________________

b. Dispose of ___________________ promptly

c. Keep food ___________________

D. Rodents

1. Where they live and breed

a. ____________________ piles

b. Refuse ___________________

c. ___________________ food

2. Ways of controlling

a. Seal holes in ________________, ______________, and ______________

b. Keep garbage cans ___________________ ___________________

E. Mosquitos

1. Where they live and breed--_________________ water

2. Ways of controlling

a. ___________________ doors and windows

b. ___________________ standing water

HOUSEKEEPING AND PEST CONTROL
UNIT III

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1

A. 5
B. 3
C. 1
D. 4
E. 8
F. 1
G. 3
H. 3
I. 2
J. 7
K. 5
L. 4
M. 6
N. 9
O. 7
P. 4
Q. 9
R. 6
S. 7
T. 8
U. 7

Class Assignment Sheet #2

A. Flies

1. a. vegetable
   b. standing out
   c. wastes
2. a. breeding
   b. Screen
   c. covered
   d. covered

B. Cockroaches

1. a. dark, damp
   b. cabinets, hollow walls
   c. water, pipes, drains
   d. supplies

ANSWERS TO CLASS ASSIGNMENT SHEETS

2. a. clean, dry
   b. water
   c. dirty dishes
   d. food
   e. Inspect

C. Ants
   1. soil
   2. a. covered
      b. garbage
      c. covered

D. Rodents
   1. a. Trash
      b. dump
      c. Decaying
   2. a. walls, doors, windows
      b. tightly covered

E. Mosquitos
   1. Standing
   2. a. Screen
      b. Remove

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLINICAL ASSIGNMENT SHEET #1--MAKE RECOMMENDATIONS TO IMPROVE DIETARY DEPARTMENT SANITATION

NAME ______________________ SCORE ____________

Use the following checklist to evaluate the sanitation of a dietary department. Check "good" if area is exactly as described on sheet. If you check an item as "fair" or "poor," explain why in "comments" column.

AREAS TO BE CHECKED	GOOD	FAIR	POOR	COMMENTS
FLOOR Free of stains				
Free of papers, food scraps, crumbs, and dirt				
Clean corners				
Clean baseboards and edges				
Clean around legs of equipment				
Clean rubber matting and floor underneath				
Clean under dish machine area				
Clean under stoves, sinks, and other equipment that cannot be moved				
WALLS, CEILING, WINDOWS, and DOORS Walls and ceiling clean and free of cobwebs and dust				
Window and door casing clean and free of dust				
Window glass and door glass clean				
Wall fans clean				
Clock, fire extinguisher, paper towel holder, and other wall hangings clean and free of cobwebs and dust				

CLINICAL ASSIGNMENT SHEET #1

AREAS TO BE CHECKED	GOOD	FAIR	POOR	COMMENTS
GARBAGE DISPOSAL Garbage can lid on tight				
Non-leaking garbage cans				
Garbage can clean under plastic liner				
Mechanical garbage disposal clean				
FLOOR DRAINS Floor drains clean				
Floor drains in good operating condition				
VENTILATION SYSTEM Window exhaust fan clean				
Hood exhaust clean				
Ventilation fan in storeroom clean				
Other ventilation systems in dietary department clean				
LIGHTING Clean light fixtures				
HAND WASHING FACILITIES Hand washing sink in dietary department clean				
Soap dispenser filled and clean				
Paper towel dispenser filled and clean				
RESTROOMS, LOCKER ROOM, and DRESSING ROOMS Hand washing sink in restroom clean				
Paper towels, toilet paper, hand washing soap, and other supplies available				

CLINICAL ASSIGNMENT SHEET #1

AREAS TO BE CHECKED	GOOD	FAIR	POOR	COMMENTS
Walls and floors in restroom clean				
Toilet fixtures clean				
Wastebasket clean and lined with plastic liner (NOTE: Women's restrooms must have a covered waste container.)				

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLINICAL ASSIGNMENT SHEET #2--INTERPRET DIETARY DEPARTMENT FLOOR CARE POLICY AND PROCEDURE

NAME ______________________ SCORE ____________

Analyze dietary department policy and procedure for floor care. Analyze frequency of care, equipment used, and cleaning compounds used. Answer the following questions concerning dietary department floor care policy and procedure.

A. According to department's policy and procedure, how often is the floor to be cleaned?

B. According to department's policy and procedure, what equipment is to be used in cleaning the floor?

C. According to department's policy and procedure, what cleaning compounds are to be used and what are the exact amounts to be used?

D. Do you feel that the department's policies and procedures cover floor care properly?

E. Do you have suggestions for improvement of the policy or procedure?

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLINICAL ASSIGNMENT SHEET #3--RECORD INFORMATION ABOUT CLEANING COMPOUNDS USED IN THE DIETARY DEPARTMENT

NAME ______________________________ SCORE ______________________________

Record information about cleaning compounds used in the dietary department. Include when they are used, the amount used, and the approximate cost of the product per usage. Write answers in the spaces provided.

CLEANING COMPOUND	WHEN USED	AMOUNT USED	APPROXIMATE COST PER USAGE

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLINICAL ASSIGNMENT SHEET #4--INTERPRET DIETARY DEPARTMENT POLICY AND PROCEDURE FOR SAFE USE OF CLEANING SUPPLIES

NAME ______________________ SCORE __________

Analyze dietary department policy and procedure for safe use of cleaning supplies. Analyze both storage and usage practices. Answer the following questions concerning safe use of cleaning supplies.

A. According to department's policy and procedure, how are cleaning supplies to be stored?

____

____

____

B. According to department's policy and procedure, where are cleaning supplies to be stored?

____

____

____

C. According to department's policy and procedure, state how cleaning compounds are to be used.

____

____

____

D. What guidelines does the dietary department have concerning safe use of cleaning supplies?

____

____

____

HOUSEKEEPING AND PEST CONTROL
UNIT III

CLINICAL ASSIGNMENT SHEET #5–MAKE RECOMMENDATIONS TO IMPROVE PEST CONTROL

NAME ______________________ SCORE ____________

Pest control is a responsibility of every employee in the dietary department. Use the following checklist to evaluate pest control in your dietary department. Check each item "Yes" or "No" in the space provided. In the space for comments, make recommendations for improving any problem areas you find.

ITEMS TO BE EVALUATED	YES	NO	COMMENTS
All inside refuse and garbage containers are kept covered			
All outside refuse and garbage containers are kept covered			
All refuse and garbage is promptly removed			
Leaky plumbing (especially under sinks, dishwashers, or in storage areas) is promptly repaired			
Standing water is prevented in outside areas EXAMPLES: Potholes in parking lots Empty barrels or cans			
Floors and baseboards are kept clean of food crumbs or residue			
Cabinets and all storage areas are clean, and all stored food is tightly covered			
Dirty dishes or food scraps are not left out at night			

CLINICAL ASSIGNMENT SHEET #5

ITEMS TO BE EVALUATED	YES	NO	COMMENTS
Floor drains are cleaned frequently			
Doors and windows are kept closed and/or screened			
Walls, doors, and windows seal to prevent entry by rodents			
Incoming supplies are inspected for presence of cockroaches (NOTE: Boxes and bags should be promptly removed and disposed of.)			
Shelves are not lined with shelf paper			
Employees who observe evidence of pests report this to the supervisor			
A professional exterminator regularly sprays the facility			
The exterminator is called for additional spraying as need indicates			

HOUSEKEEPING AND PEST CONTROL
UNIT III

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #3--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #4--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #5--Evaluated to the satisfaction of the clinical instructor

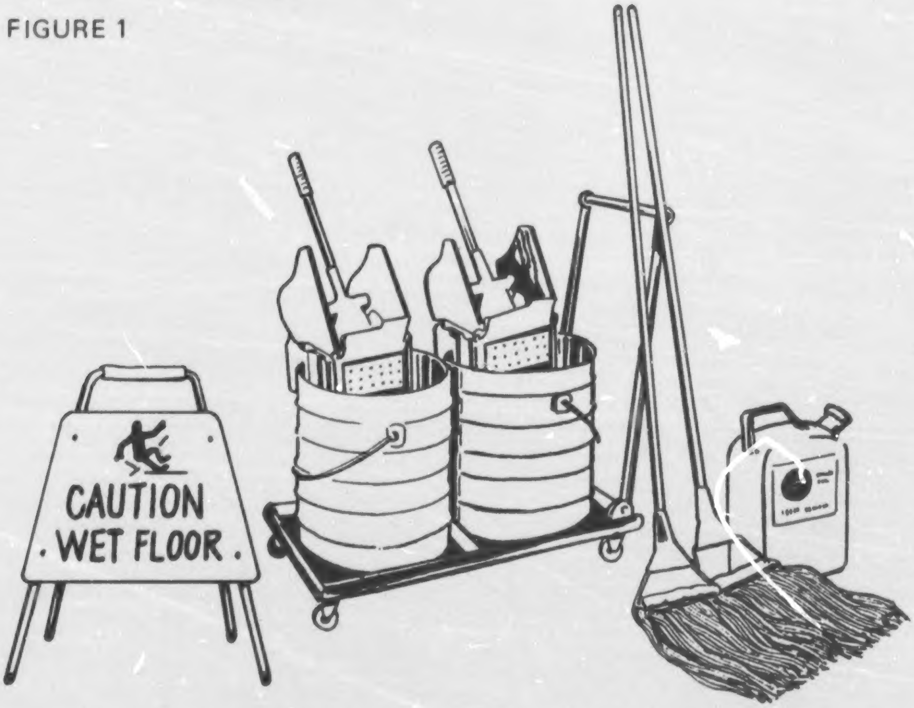
HOUSEKEEPING AND PEST CONTROL
UNIT III

CLINICAL JOB SHEET #1--WET MOP A FLOOR

I. Equipment and supplies (Figure 1)

- A. Plastic bristle broom or treated dustmop
- B. Dust pan
- C. "CAUTION--WET FLOOR" sign
- D. Putty knife
- E. Two mop buckets
- F. Two wet mops
- G. Sponges and/or cleaning cloths
- H. Cleaning compound

FIGURE 1



II. Procedure

A. Prepare cleaning solution

(CAUTION: Follow instructions exactly regarding kind of cleaning compound and dilution.)

JOB SHEET #1

B. Pull movable equipment away from walls

C. Scrape any food items off floor with putty knife

D. Sweep all areas with plastic bristle broom or treated dustmop

E. Start mopping in area farthest from door, working backward and parallel to wall

(CAUTION: Always use "CAUTION--WET FLOOR" sign.)

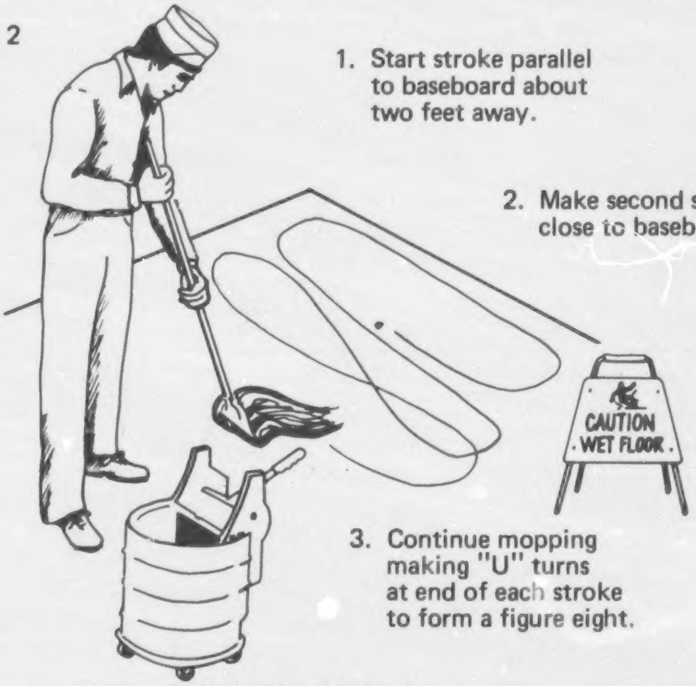
F. Clean a small area (approximately 10-by-10 feet) at a time

(NOTE: In halls or traffic areas, mop one side at a time to leave a dry walkway.)

G. Clean corners by hand using a cloth or sponge, or use the heel of the mop

H. Mop left to right using a figure-eight motion (Figure 2)

FIGURE 2



1. Start stroke parallel to baseboard about two feet away.

2. Make second stroke close to baseboard.

3. Continue mopping making "U" turns at end of each stroke to form a figure eight.

I. Rinse the cleaned section with a rinse mop

J. Rinse the rinse mop and wring out

K. Dry the rinsed area with a thoroughly wrung out rinse mop

JOB SHEET #1

L. Repeat operation until entire floor is clean

(NOTE: Water in the rinse bucket should be changed frequently to avoid respreading of dirt.)

M. Clean equipment

N. Hang up mops to dry

O. Clean broom, buckets, dust pan, and putty knife

P. Store equipment properly

HOUSEKEEPING AND PEST CONTROL
UNIT III

JOB SHEET #2--CLEAN WALLS AND WOODWORK

I. Equipment and supplies

A. Vacuum cleaner with dusting attachment

B. Two buckets

C. Soft scrub brush

D. Sponges and/or cleaning cloths

E. Nonabrasive cleaning powder

F. Cleaning compound

(NOTE: Follow the established procedure in your institution for mixing cleaning compounds.)

II. Procedure

A. Assemble all equipment and supplies

B. Using a vacuum cleaner, dust painted walls before washing them

C. Prepare cleaning solution

(CAUTION: Follow instructions exactly regarding kind of cleaning compound and dilution.)

D. Begin at top of wall and clean a small area that can be easily reached without moving

E. Rinse with clean, warm water

(NOTE: Change the rinse water frequently.)

F. Dry with a soft, dry cloth

G. Repeat the wash/rinse/dry sequence on small areas until entire wall and woodwork are clean

H. Clean and properly store equipment and supplies

HOUSEKEEPING AND PEST CONTROL
UNIT III

JOB SHEET #3--CLEAN A GARBAGE CAN

I. Equipment and supplies

- A. Hose (outdoor or service sink)
- B. Scrub brush
- C. Sponge
- D. Detergent
- E. Sanitizing agent

II. Procedure

- A. Hose down garbage can
- B. Scrub with brush to loosen dirt
- C. Hose clean inside and out using detergent in water
- D. Sanitize with sanitizing agent
- E. Wipe with sponge and allow to air dry
- F. Clean and properly store equipment and supplies

HOUSEKEEPING AND PEST CONTROL
UNIT III

JOB SHEET #4--CLEAN A RESTROOM

I. Equipment and supplies

- A. Disinfectant detergent
- B. Chlorinated powdered cleanser
- C. Disinfectant bowl cleaner
- D. Bowl brush
- E. Receptacle for brush in antiseptic solution
- F. Cloths and sponges
- G. Container to hold soap
- H. Mop bucket
- I. Wet mop
- J. "CAUTION--WET FLOOR" sign

II. Procedure

- A. Flush toilet
- B. Sprinkle chlorinated powdered cleanser or disinfectant bowl cleaner on inside of toilet bowl
- C. Let cleaner stand while you clean sink
- D. Clear sink of bars of soap or other items and place in container
- E. Sprinkle chlorinated powdered cleanser on a clean, moist sponge
- F. Wash all metal parts of sink, including faucets, valves, stopper, chain, and soap dishes
- G. Clean all porcelain surfaces, including underside of rim above overflow drain and base of sink
- H. Rinse sponge in running warm water, and rinse all cleaned surfaces
- I. Polish chrome with clean, dry cloth after rinsing
- J. Replace soap and other items on sink

JOB SHEET #4

K. Wash and dry outside of toilet using disinfectant detergent solution on a cloth or sponge

(NOTE: Wash the seat, top and bottom, adjoining pipes, seat hinges, and entire porcelain base of bowl.)

L. Scour inside of toilet with a bowl brush

M. Replace brush in antiseptic solution

N. Flush toilet to rinse bowl

O. Use a clean cloth or sponge and disinfectant detergent solution on all porcelain surfaces

P. Clean area around base and floor with disinfectant detergent solution

Q. Use chlorinated powdered cleanser to wash wall surfaces around all plumbing fixtures

R. Rinse and dry walls

S. Dust all exposed pipes below basin and elsewhere with a dry cloth

T. Mop bathroom floor with disinfectant detergent solution, using procedure outlined in Clinical Job Sheet #1

U. Wash hands carefully

V. Replenish necessary supplies

EXAMPLES: Hand towels, toilet paper, liquid or bar soap, wastebasket liners, sanitary napkins

W. Clean and properly store equipment and supplies

HOUSEKEEPING AND PEST CONTROL
UNIT III

TEST

NAME ____ SCORE __________________

1. Match terms associated with housekeeping skills to their correct definitions. Write the correct numbers in the blanks.

______a. To remove visible soil

______b. Chemical substance that makes cleaning easier

______c. Plantlike, single cells visible only with a microscope

______d. Substance or compound that if correctly used lowers bacteria count to a safe level

______e. To lower bacteria count on a surface to a safe level

______f. Poisonous material left on a surface when cleaning compounds or pesticides are not used correctly

______g. Individual who is licensed by the Department of Agriculture to purchase and use pesticides commercially

______h. Small kitchen in patient area from which supplemental beverages and food are dispensed

1. Bactericide
2. Toxic residue
3. Sanitize
4. Clean
5. Nourishment station
6. Professional exterminator
7. Cleaning compound
8. Bacteria

2. Select from the following list areas in a food service operation where good housekeeping skills are necessary. Write an "X" in the blank before each correct answer.

______a. Kitchen and all areas where food is prepared, stored, and served

______b. Nourishment stations

______c. Garbage disposal areas

______d. Patient rooms

______e. Dressing or locker rooms and employee restrooms

______f. Laundry

______g. Areas where dietary equipment is washed and stored

TEST

3. List four reasons for sanitation in a dietary department.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

4. Match dietary department areas to their correct sanitation standards. Write the correct numbers in the blanks. Answers may be used more than once. This question continues on the next page.

______a. Should prevent moisture from collecting on walls or ceilings

______b. No leakage

______c. Clean and dry

______d. Mandatory when floors are cleaned by hosing

______e. Contain hand washing area

______f. Smooth, hard surfaces in good repair

______g. No backflow into drains, dishwashers, or ice machines

______h. Mechanical disposals in proper working order

______i. Constructed and operated according to rules and regulations of health authorities

______j. Located in locker or dressing rooms

______k. Capable of removing hot, stale, odorous, moist, greasy, or smoky air

______l. Adequate and well located

______m. Clean fixtures

______n. Containers tightly covered

______o. Located in areas where food is prepared

______p. Unclogged and operational

______q. Containers of durable materials that do not leak or absorb liquids

1. Walls, ceilings, and floors
2. Sewage disposal
3. Plumbing
4. Floor drains
5. Ventilation system
6. Lighting
7. Hand washing facilities
8. Locker, dressing, and restroom facilities
9. Garbage disposal

TEST

______r. Adequate for size of department

______s. Located adjacent to restrooms

______t. Maintained in clean, sanitary condition

______u. Located in warewashing area

TEST

5. Identify common types of kitchen pests. Write in the blank provided the correct name of the pest described.

PEST	CHARACTERISTICS	HOW THEY SPREAD DISEASE
a. ____________	Communal; live in large colonies Some like sweets; others like meat and grease	Carry disease by coming in contact with waste and filth and transporting bacteria from their feet and bodies to food
b. ____________	Will eat any kind of food; live two to three years Females produce five litters of six to nine young per year Can enter dwelling (kitchen) through a half-inch crack Build nests in rubbish heaps, under piles of lumber, in hollow spaces of poorly constructed walls Dislike open spaces; move along walls leaving a dark, greasy trail Good swimmers; travel in sewers	Carry fleas on their bodies that transmit typhus fever and bubonic plague Urine and feces will infect food Tissues may contain trichinosis parasite that infects hogs and is transmitted to humans

TEST

PEST	CHARACTERISTICS	HOW THEY SPREAD DISEASE
c. ____________	Eggs go through two stages: maggot and pupal In four or five days an adult emerges	Cover their legs, very hairy bodies, and wings with filthy material and deposit it on next surface touched Often eat and eliminate at same time; light colored spots are vomited stomach fluids, and darker spots are eliminated wastes Laboratory tests reveal that as many as 28,000,000 bacteria can be carried inside body, and as many as 5,000,000 bacteria can be carried on hairy body and feet
d. ____________	Lay from twenty-five to thirty eggs; live five years Will eat anything; always thirsty Spend days in cracks, crevices--often near steam pipes; feed at night when it is dark Have disagreeable odor	Carry bacteria on bodies and in stomachs, where they remain alive for a long time Feed on contaminated materials and pick up large numbers of germs Have been implicated in causing diarrhea, dysentery, typhoid fever, and food poisoning
e. ____________	Life cycle is ten days; multiply rapidly	Carry disease on and in their bodies; transmit to humans by biting

TEST

6. Match common kitchen pests to sites where they live and breed. Write the correct numbers in the blanks.

______a. Standing water

______b. Warm, dark, damp places; cracks, behind cabinets, inside hollow walls; standing water around pipes and drains; incoming supplies

______c. Decaying vegetable and animal matter; garbage (food waste) left standing out; human and animal wastes

______d. Hills in soil

______e. Trash piles; refuse dumps; decaying food

1. Flies
2. Rodents
3. Mosquitos
4. Cockroaches
5. Ants

7. State reasons for insect and rodent control.

a. ____

b. ____

8. Select from the following list elements of environmental sanitation in insect and rodent control. Write an "X" in the blank before each correct answer.

______a. Remove refuse and garbage to prevent breeding

______b. Hang insect strips from ceiling

______c. Keep lids on garbage cans

______d. Remove standing water

______e. Set traps for rodents

______f. Purchase cans of roach spray to use each time a roach is seen

______g. Clean floor and sink drains frequently

______h. Keep doors and windows closed and screened

______i. Keep a cat in the kitchen to eliminate rodent infestation

______j. Eliminate sources of pest entry

______k. Use a professional exterminator on a regular basis

______l. Discard all spoiled food promptly

TEST

9. Discuss two ways of controlling each type of specific insect and rodent listed.

   a. Flies

      1. ____

         ____

      2. ____

         ____

   b. Cockroaches

      1. ____

         ____

      2. ____

         ____

   c. Ants

      1. ____

         ____

      2. ____

         ____

   d. Rodents

      1. ____

         ____

      2. ____

         ____

   e. Mosquitos

      1. ____

         ____

      2. ____

         ____

TEST

10. Define effective chemical control of pests.

____

____

11. State five procedures for proper garbage disposal.

    a. ____________________________________
    b. ____________________________________
    c. ____________________________________
    d. ____________________________________
    e. ____________________________________

12. Describe correct storage and usage of housekeeping supplies.

    a. Floor brush or plastic broom
        1. ________________________________
        2. ________________________________
        3. ________________________________
    b. Buckets, pails, and wringers
        1. ________________________________
        2. ________________________________

    c. Wet mops
        1. ________________________________
        2. ________________________________
        3. ________________________________

13. Describe two correct storage practices and two correct safety rules for cleaning compounds.

    a. Storage practices
        1. ________________________________
           ____

TEST

2. ______________________________

____

b. Safety rules

1. ______________________________

____

2. ______________________________

____

(NOTE: Test questions 14-19 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

14. Make recommendations to improve dietary department sanitation.

15. Interpret dietary department floor care policy and procedure.

16. Record information about cleaning compounds used in the dietary department.

17. Interpret dietary department policy and procedure for safe use of cleaning supplies.

18. Make recommendations to improve pest control.

19. Demonstrate the ability to

    a. Wet mop a floor.

    b. Clean walls and woodwork.

    c. Clean a garbage can.

    d. Clean a restroom.

HOUSEKEEPING AND PEST CONTROL
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 505. The point total for questions 1-13 is 200; the point total for questions 14-19 is 305.)

1. (16 points)

a. 4
b. 7
c. 8
d. 1
e. 3
f. 2
g. 6
h. 5

2. (14 points)

a, b, c, e, g

3. (4 points)

Answer should include any four of the following

a. Eliminating unsanitary conditions
b. Eliminating food-diseased materials
c. Eliminating kitchen pests
d. Providing safety for the consumer
e. Providing better working conditions for employees
f. Promoting good public relations

4. (42 points)

a. 5
b. 3
c. 1
d. 4
e. 8
f. 1
g. 3
h. 9
i. 2
j. 7

ANSWERS TO TEST

4. k. 5

l. 4

m. 6

n. 9

o. 7

p. 4

q. 9

r. 6

s. 7

t. 8

u. 7

5. (10 points)

a. Ants

b. Rodents

c. Flies

d. Cockroaches

e. Mosquitos

6. (10 points)

a. 3

b. 4

c. 1

d. 5

e. 2

7. (6 points)

a. Preventing destruction or contamination of food

b. Preventing spread of disease organisms and filth

8. (24 points)

a, c, d, g, h, j, k, l

9. (20 points)

Discussion should include any two items for each type of insect and rodent listed

a. Flies

1) Eliminate breeding places

ANSWERS TO TEST

2) Screen doors and windows

3) Keep garbage cans covered

4) Keep food covered

b. Cockroaches

1) Keep sinks and areas around pipes clean and dry

2) Remove standing water

3) Do not leave dirty dishes or food scraps out at night

4) Keep food covered

5) Inspect incoming supplies before storing

6) Avoid using shelf paper

c. Ants

1) Keep garbage cans covered

2) Dispose of garbage promptly

3) Keep food covered

d. Rodents

1) Seal holes in walls, doors, and windows

2) Keep garbage cans tightly covered

e. Mosquitos

1) Screen doors and windows

2) Remove standing water

10. (3 points)

Professional extermination and follow-up as needed

11. (15 points)

Answer should include any five of the following

a. Use adequate number of containers

b. Use watertight containers

ANSWERS TO TEST

c. Be sure lids are tight and containers are kept covered

d. Secure plastic liners

e. Tie liner tightly

f. Remove garbage from dietary department as necessary

g. Rinse containers as needed

h. Scrub containers daily with cleaning solution

i. Avoid spilling garbage

j. Clean up spills

12. (24 points)

Description should include the following

a. Floor brush or plastic broom

   1) Use no straw brooms

   2) Store on holders

   3) Use only on dry surfaces

b. Buckets, pails, and wringers

   1) Empty after each use

   2) Rinse after each use

c. Wet mops

   1) Wring out after each use

   2) Clean, and store on hooks with heads up

   3) Replace mop heads as often as necessary

13. (12 points)

Description should include any two of the following storage practices and safety rules

a. Storage practices

   1) Locate storage away from areas used for food preparation, food storage, and storage of clean equipment and utensils

ANSWERS TO TEST

2) Store only those compounds that are absolutely necessary for maintaining the premises

3) Store poisonous and toxic materials in a separate cabinet that is used for no other purpose

b. Safety rules

1) Use bactericides, cleaning compounds, and other compounds intended for use on food-contact surfaces only in the prescribed manner to avoid leaving a toxic residue

2) Read label and follow directions

3) Never mix cleaning compounds

4) Label containers prominently and distinctly

5) Use caution in handling cleaning compounds

14. Evaluated to the satisfaction of the clinical instructor (50 points)

15. Evaluated to the satisfaction of the clinical instructor (25 points)

16. Evaluated to the satisfaction of the clinical instructor (35 points)

17. Evaluated to the satisfaction of the clinical instructor (25 points)

18. Evaluated to the satisfaction of the clinical instructor (35 points)

19. Evaluated to the satisfaction of the clinical instructor

a. (35 points)

b. (25 points)

c. (25 points)

d. (50 points)

FOOD-BORNE ILLNESSES
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to state the causes of food-borne illnesses and practice safe food-handling techniques. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with food-borne illnesses to their correct definitions.
2. State basic facts about microorganisms.
3. Match types of microorganisms found in food to their correct characteristics.
4. Describe the classifications of food-borne illnesses.
5. Match to their correct sources types of contaminants that cause food-borne illnesses.
6. Identify contaminants that cause food-borne illnesses.
7. List the elements necessary for bacterial growth.
8. Select from a list methods of destroying bacteria.
9. Make recommendations to prevent incidents of food-borne illness.
10. State correct procedures for preparation, service, and storage of potentially hazardous foods.
11. Make recommendations to improve dietary department food-handling procedures.
12. Record dietary department refrigerator and freezer temperatures.
13. Record dietary department steam-table temperatures.
14. Plan how to correct a possible food-handling hazard.
15. Demonstrate the ability to use a food thermometer.

FOOD-BORNE ILLNESSES
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials planned to supplement unit.

      1. Filmstrips

         a. *Unwanted Four*, 35 mm filmstrip/33 1/3 rpm record, color, 15 minutes, National Restaurant Association, 1972. Available from the National Restaurant Association, 1530 North Lake Drive, Chicago, Illinois 60610.

         b. *Food Service: An Introduction for the Worker*, 35 mm filmstrip cassette, color, 14 minutes, Trainex Corporation. Available from the Trainex Corporation, P.O. Box 116, Garden Grove, California 92642.

      2. Slides--*Sanitation for Food Service Workers: Bacteriology for Food Service Workers*, Slide No. B1-B20, printed script. Treva Richardson, 1969. Available from Treva M. Richardson, 220 S. Logan St., Mason City, Illinois 62664.

   B. Make transparencies

   C. Provide students with objective sheet.

   D. Provide students with information, assignment, and job sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information and assignment sheets.

   G. Demonstrate and discuss procedures outlined in job sheet.

   H. Develop appropriate learning activities for special needs students.

   I. Obtain from the health department culture plates for class experiment. Place a hair or cigarette ash in the culture plate to demonstrate bacterial growth.

   J. Show how bacteria are left by fingerprints on dishes. Apply a mixture of vaseline and fluorescent paste to the fingertips. Pick up dishes incorrectly (cup by rim, glasses by rim with fingers inside glass, fingers on plate, silverware by eating end). Darken the classroom and pass a black light over the dishes. Every place the fingers were placed will reflect a brilliant white color.

      (NOTE: An alternative could be to have students put lipstick on their fingers and pass around the dishes.)

   K. Give test.

   L. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

    A. Objective sheet

    B. Suggested activities

    C. Information sheet

    D. Transparency masters

        1. TM #1--How Bacteria Grow

        2. TM #2--Rate of Bacterial Growth

    E. Class assignment sheets

        1. Class Assignment Sheet #1--Make Recommendations to Prevent Incidents of Food-Borne Illness

        2. Class Assignment Sheet #2--State Correct Procedures for Preparation, Service, and Storage of Potentially Hazardous Foods.

    F. Answers to class assignment sheets

    G. Clinical assignment sheets

        1. Clinical Assignment Sheet #1--Make Recommendations to Improve Dietary Department Food-handling Procedures

        2. Clinical Assignment Sheet #2--Record Dietary Department Refrigerator and Freezer Temperatures

        3. Clinical Assignment Sheet #3--Record Dietary Department Steam-Table Temperatures

        4. Clinical Assignment Sheet #4--Plan How to Correct a Possible Food-handling Hazard

    H. Answers to clinical assignment sheets

    I. Clinical Job Sheet #1--Use a Food Thermometer

    J. Test

    K. Answers to test

III. Unit references

    A. *Applied Food Service Sanitation*, Chicago: National Institute for the Food Service Industry, 1974.

SUGGESTED ACTIVITIES

B. *Botulism in the United States, 1899-1977: Handbook for Epidemiologists, Clinicians, and Laboratory Workers.* Atlanta, Georgia: Center for Disease Control, May, 1979.

C. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core*, rev. by Joyce Sawatzky. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

D. Litsky, Bertha Y. *Food Service Sanitation.* Chicago: Modern Hospital Press, 1973.

E. Liverman, Marjorie, ed. *Oklahoma Diet Manual.* Oklahoma City, Oklahoma: Oklahoma Dietetic Association, 1982.

F. Longree, K., and G.G. Blaker. *Sanitary Techniques in Food Service*. New York: John Wiley and Sons, Inc., 1971.

G. Richardson, T.M. *Sanitation for Food Service Workers.* Chicago: Medalist Publications, 1969.

H. *Rules and Regulations Pertaining to Food Service Establishments.* Oklahoma City, Oklahoma: Oklahoma State Department of Health, 1980.

I. *Thermometers in Food Service--A Pocket Guide.* Ann Arbor, Michigan: National Sanitation Foundation, 1980.

J. West, B.B., et al. *Food Service in Institutions*, 5th ed. New York: John Wiley and Sons, Inc., 1977.

FOOD-BORNE ILLNESSES
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Bacteria--Plantlike single cells visible only with a microscope

   B. Bacterium--Singular form of *bacteria*

   C. Contaminant--Substance capable of causing illness when present in food

   D. Contaminated--Unfit for human consumption due to presence of harmful bacteria or toxic chemicals

   E. Microorganisms--Plants and animals too small to be seen without a microscope

   F. Pathogenic--Causing disease

   G. Protozoa--Small animal-like microorganisms

   H. Toxin--Poisonous compound

   I. Trichinae--Wormlike parasites embedded in pork, rabbit meat, and bear meat

   J. Virus--Small microorganism that multiplies in the living cells of its host; does not multiply in food

II. Basic facts about microorganisms

   A. Microorganisms are microscopic plants and animals too small to be seen without a microscope

   B. Microorganisms are the cause of most food-borne illnesses

   C. Sanitation is concerned with the removal or destruction of harmful microorganisms in food and on all surfaces that touch food

   D. Food-borne illnesses caused by microorganisms can be prevented by learning to practice good food-handling techniques

III. Characteristics of types of microorganisms found in food (Transparencies #1 and #2)

   A. Bacteria

      1. Are a form of plant life

      2. Are very small--measure about 1 micron or 0.025 inch

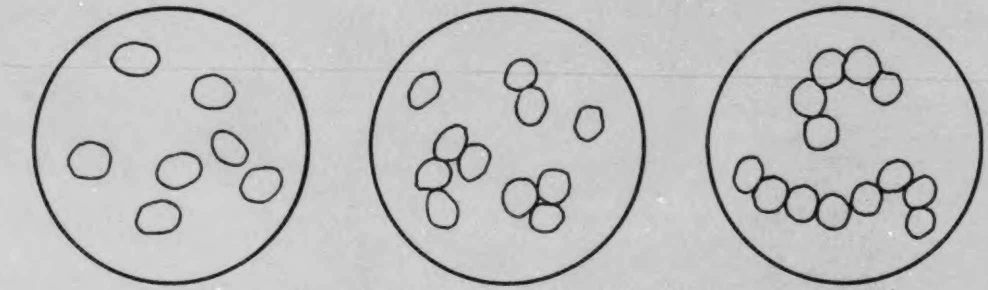
INFORMATION SHEET

3. Come in various shapes (Figures 1-3)

EXAMPLES:

a. Cocci--Almost-perfect spheres

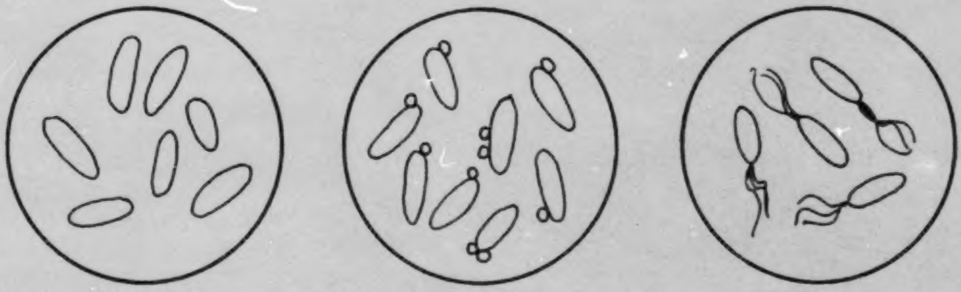
FIGURE 1



Single Clusters Chains

b. Bacilli--Rod-shaped

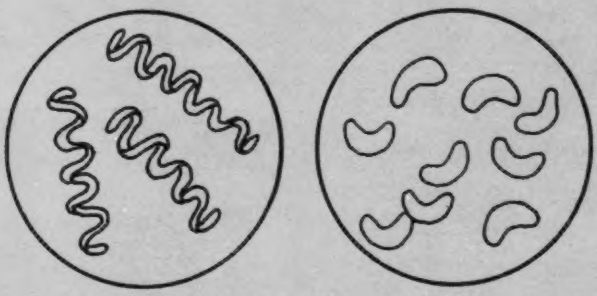
FIGURE 2



Vegetative Spores Flagellae

c. Spirilla--Curled

FIGURE 3



Spiral Curved

INFORMATION SHEET

4. Exhibit various growth patterns

   (NOTE: Some remain separate, distinct cells; some develop in pairs; some grow in clusters like grapes; and some grow in chains.)

5. Serve different environmental purposes

   EXAMPLES: Beneficial--Used in manufacture of buttermilk, cheese, sour cream, yogurt
   Benign--Neither help nor harm man
   Pathogenic--Capable of causing disease

B. Viruses

1. Are about one-fifth the size of bacteria

   (NOTE: Viruses are so small that they cannot be seen with an ordinary microscope. A special microscope called an *electron microscope* must be used.)

2. Are carried by food, but do not grow in food

3. Multiply in the living cells of the infected person

4. Are transmitted by persons who are carriers of the virus

   (NOTE: Carriers do not need to show symptoms to pass the virus to other individuals. Two types of viruses transmitted by carriers are infectious hepatitis and polio.)

5. Occur in raw sewage and polluted waters

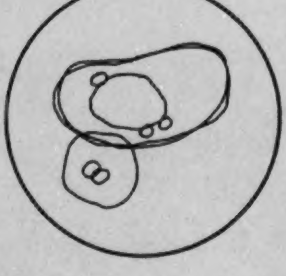
6. Are carried by insects and rodents

C. Yeasts

1. Are beneficial, one-celled, plantlike organisms (Figure 4)

   EXAMPLE:

FIGURE 4



INFORMATION SHEET

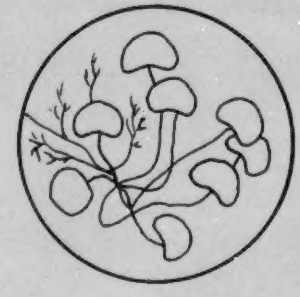
2. Thrive on food rich in sugar
3. Are used in leavening bread and in fermenting wine and beer

D. Molds

1. Appear as a fuzzy, cottony growth in a variety of colors on a variety of foods (Figure 5)

   EXAMPLE:

FIGURE 5



2. Are carried in the air
3. Are killed by boiling
4. Are rarely suspected of causing illness in humans
5. Are used in processing blue cheese and Roquefort cheese
6. Indicate poor management if found in food

E. Protozoa

1. Are very small, animal-like organisms
2. Are found in lakes, ponds, and streams, and in moist soil that is rich in organic matter
3. Occur in the intestinal tract of humans
4. Cause intestinal disorders such as amebic dysentery

   (NOTE: Amebic dysentery is not common in the United States.)
5. Are transferred to food by hands of food handlers who do not wash hands thoroughly after using the toilet

F. Trichinae

1. Are small, wormlike parasites
2. Are found in muscle meats of hogs, rabbits, and bears

INFORMATION SHEET

3. Are transmitted to hogs when they are fed uncooked, infested garbage

4. Can be destroyed by thoroughly cooking meats from hogs, rabbits, and bears

   (NOTE: Use meat thermometer and cook to an internal temperature of 170°F.)

IV. Classifications of food-borne illnesses

A. Food intoxication--Illness caused by toxin or *poison* that offending bacteria release into food as they grow and multiply

EXAMPLES: Staphylococcus and botulism

B. Food infection--Infection that bacteria set up in the gastrointestinal tract of the victim after contaminated food is eaten

EXAMPLES: Salmonella and *Clostridium perfringens*

C. Chemical food poisoning--Illness caused by eating chemically contaminated food

EXAMPLES: Some chemical contaminants are cleaning compounds; insecticides; and certain metals such as lead, cadmium, antimony, and zinc.

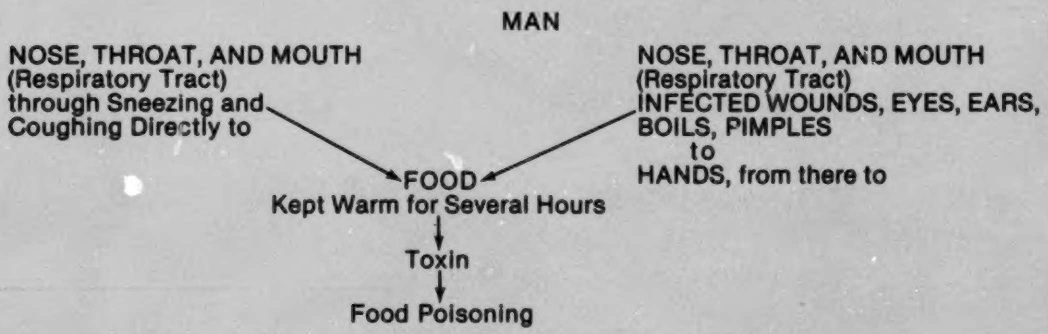
V. Types and sources of contaminants that cause food-borne illnesses (Clinical Assignment Sheets #1-4)

A. Staphylococcus--Bacterium found in infected cuts, pimples, and boils (Figure 6)

(NOTE: Bacterium is also carried by healthy person in mouth, nose, and throat. If allowed to grow, bacteria release into food harmful toxins that are not destroyed by cooking.)

EXAMPLE:

FIGURE 6 **Sources and Routes of Staphylococci**


MAN
NOSE, THROAT, AND MOUTH
(Respiratory Tract)
through Sneezing and
Coughing Directly to
NOSE, THROAT, AND MOUTH
(Respiratory Tract)
INFECTED WOUNDS, EYES, EARS,
BOILS, PIMPLES
to
HANDS, from there to
FOOD
Kept Warm for Several Hours
Toxin
Food Poisoning

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INFORMATION SHEET

B. *Clostridium botulinum*--Toxin-producing bacteria that grow without air; found in improperly canned products

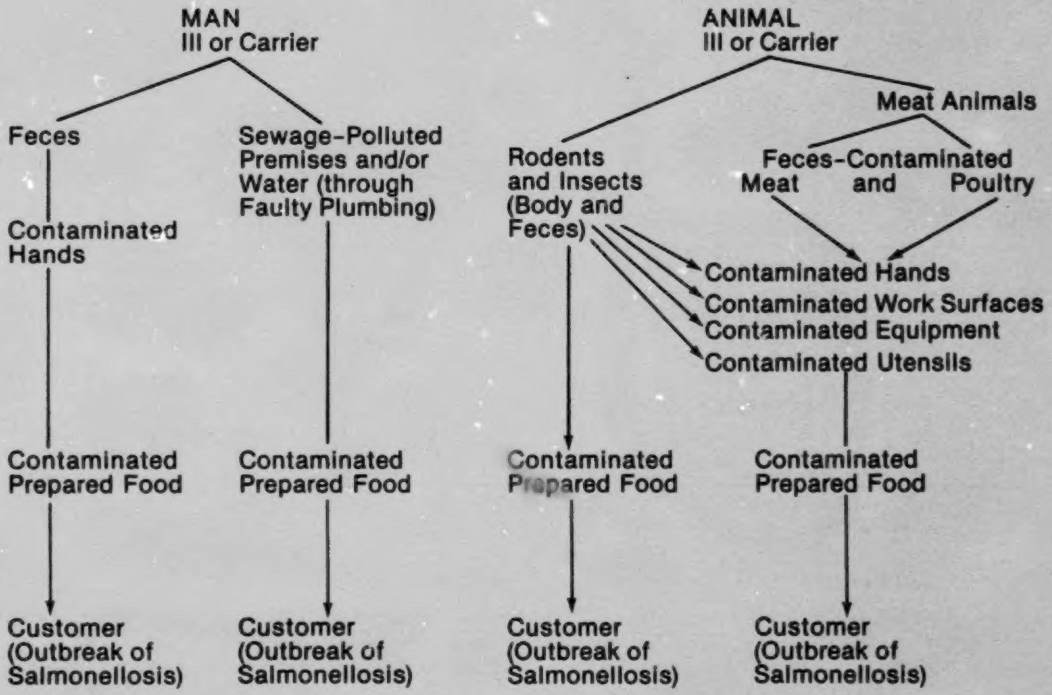
(NOTE: According to a 1970-1977 study done by the National Center for Disease Control, death occurs in approximately 16 percent of patients with botulism. From 1899-1949, more than 60 percent of botulism patients died. From 1950-1970, death rates gradually decreased.)

C. Salmonella--Bacteria found in intestinal tract of humans and animals, and thus in human and animal waste and sewage (Figure 7)

EXAMPLE: Sources and routes of salmonella

FIGURE 7

Sources and Routes of Salmonella


MAN
Ill or Carrier
ANIMAL
Ill or Carrier
Meat Animals
Feces
Sewage-Polluted Premises and/or Water (through Faulty Plumbing)
Rodents and Insects (Body and Feces)
Feces-Contaminated Meat and Poultry
Contaminated Hands
Contaminated Hands
Contaminated Work Surfaces
Contaminated Equipment
Contaminated Utensils
Contaminated Prepared Food
Contaminated Prepared Food
Contaminated Prepared Food
Contaminated Prepared Food
Customer (Outbreak of Salmonellosis)
Customer (Outbreak of Salmonellosis)
Customer (Outbreak of Salmonellosis)
Customer (Outbreak of Salmonellosis)

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D. Trichinae--Wormlike parasites found in meat of hogs, rabbits, and bears

INFORMATION SHEET

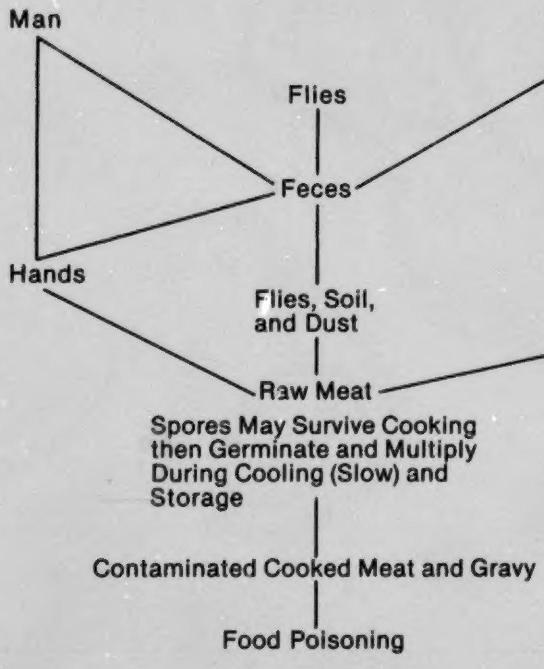
E. *Clostridium perfringens*--Bacteria found in intestinal tract of humans and animals, also often found in kitchen dust (Figure 8)

(NOTE: Most frequently contaminated foods are meat and meat gravy.)

EXAMPLE: Sources and routes of *Clostridium perfringens*

FIGURE 8

Sources and Routes of *Clostridium perfringens*


Man
Meat Animals
Flies
Feces
Hands
Flies, Soil, and Dust
Carcass and Meat Cuts
Raw Meat
Spores May Survive Cooking then Germinate and Multiply During Cooling (Slow) and Storage
Contaminated Cooked Meat and Gravy
Food Poisoning

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F. Chemical food poisoning--Chemicals found in cleaning compounds, insecticides, and certain metals such as lead, zinc, cadmium, and antimony that come in contact with food

(NOTE: Chemical food poisoning usually originates because of a poorly organized dietary department in which items are not labeled or stored properly.)

INFORMATION SHEET

VI. Contaminants that cause food-borne illnesses (Class Assignment Sheets #1 and #2; Clinical Job Sheet #1)

CONTAMINANT	SYMPTOMS	FOODS FREQUENTLY INVOLVED	PREVENTION
Staphylococcus	Nausea and vomiting Diarrhea Abdominal cramps Chills and weakness Symptoms appear two to three hours after eating food	Protein foods Foods handled with hands Foods exposed to warm temperatures	Practice personal cleanliness Make sure that food handlers are free from infected cuts, sores, boils, and respiratory illness Wash hands frequently Handle food with utensils rather than with hands Clean equipment and utensils Keep cold foods below 40°F Keep hot foods above 140°F
Clostridium botulinum	Nausea and vomiting Diarrhea Dizziness, dryness of throat Double vision Difficulty in swallowing and speaking Increasing paralysis of involuntary muscles Symptoms appear twelve to thirty-six hours after eating contaminated food	Home-canned, nonacid food such as green beans, corn, beets, meat products, and seafoods that have been canned at temperatures too low to kill bacteria Underprocessed smoked fish	Use only commercially canned foods Refuse donations of home-canned foods Store canned foods in cool room--50°F to 60°F Inspect canned goods before opening Watch for bulging, damaged, rusty, or leaky cans Look for off-color, off-odor, or bubbly contents Practice quick turnover of canned foods Keep smoked fish frozen or under strict refrigeration Never taste food suspected of having *Clostridium botulinum*; boil fifteen minutes and discard

INFORMATION SHEET

CONTAMINANT	SYMPTOMS	FOODS FREQUENTLY INVOLVED	PREVENTION
Salmonella	Nausea and vomiting Diarrhea Abdominal cramps Chills and weakness Sometimes fever Symptoms appear twelve to twenty-four hours after eating contaminated food	Improperly handled meat and poultry that may be contaminated when it reaches the kitchen Foods contaminated with feces from rodents or insects Foods contaminated with fecal matter of human or animal origin	Wash hands thoroughly after using the toilet Wash hands after handling raw meat Use separate cutting boards for raw and cooked meat Keep plumbing in excellent working order to prevent sewage from contaminating water and food Control rodents and insects Allow no pets in food area Use government-inspected meats and poultry Use no raw eggs Practice excellent housekeeping Clean and sanitize equipment and utensils Hold foods at correct temperature--below 40°F or above 140°F
Trichinae	First symptoms resemble food poisoning (nausea, vomiting, diarrhea, colic) Later on, muscular soreness and swelling occur Death may ensue in severe infestation	Meat from hogs, rabbits, and bears	Thoroughly cook all meat from hogs, rabbits, and bears to an internal temperature of 170°F

INFORMATION SHEET

CONTAMINANT	SYMPTOMS	FOODS FREQUENTLY INVOLVED	PREVENTION
Clostridium perfringens	Abdominal pain and diarrhea Symptoms appear within eight to twenty-two hours	Cold, cooked, or reheated meats and gravies, stews, meat pies	Use separate cutting boards for raw and cooked foods Wash hands after handling raw meat Keep food preparation area free of dust and dirt Clean and sanitize meat slicers Wash hands thoroughly after using the toilet Cool foods rapidly Observe strict time/temperature control
Chemical food poisoning	Symptoms depend on chemical ingested	Foods coming in contact with toxic chemical	Store cleaning compounds and other chemicals in storeroom separate from food Store chemicals in closed, clearly labeled containers Wash all fresh fruits and vegetables thoroughly to remove any pesticide residue Hire professional exterminators Use no containers, shelves, or pipes of lead, zinc, antimony, or cadmium around food storage and preparation areas

INFORMATION SHEET

VII. Elements necessary for bacterial growth

   A. Food

   B. Moisture

   (NOTE: Bacteria absorb nutrients in liquid form; thus, they must have moisture to live.)

   C. Temperature between 40°F and 140°F

   D. Air

   (NOTE: Most bacteria need air to live, but some, such as *Clostridium botulinum*, grow best without air.)

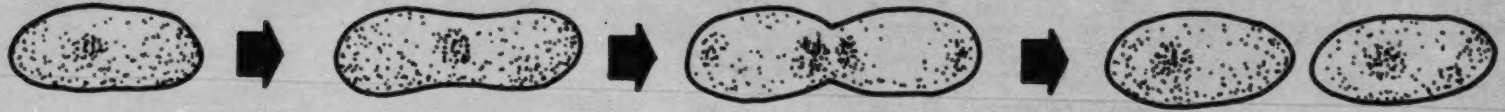
VIII. Methods of destroying bacteria

   A. Heat above 170°F

   B. Chemical agents

   (NOTE: Freezing does not kill bacteria. It does, however, stop growth and multiplication.)

How Bacteria Grow



Most Bacteria Multiply by Dividing

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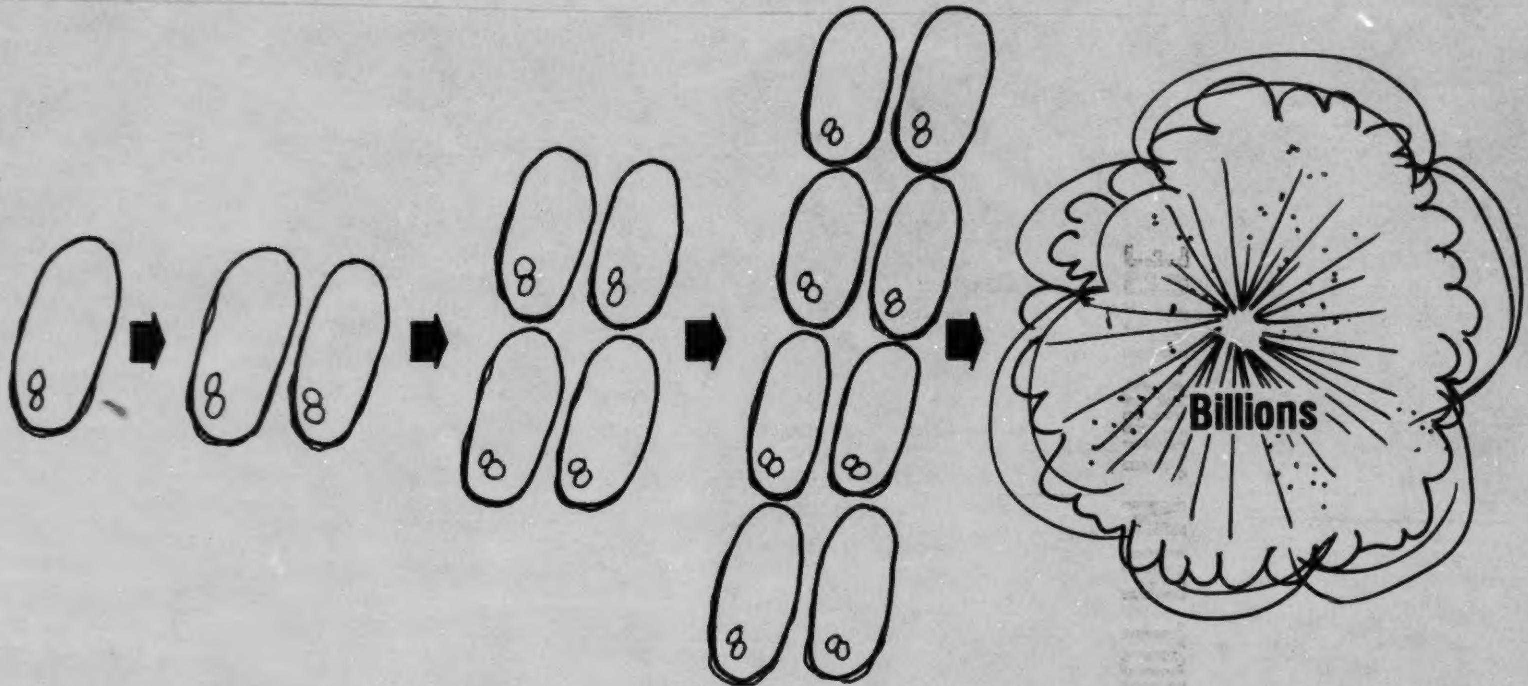
TM #1

FSW-159-C

Rate of Bacterial Growth

6 A.M. → 8 P.M.



A Single Cell Can become Billions in Ten to Twelve Hours

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FOOD-BORNE ILLNESSES
UNIT IV

CLASS ASSIGNMENT SHEET #1--MAKE RECOMMENDATIONS TO PREVENT INCIDENTS OF FOOD-BORNE ILLNESS

NAME ______________________ SCORE __________

Read the following case studies carefully and then answer the questions following each.

PART I

Case Study #1

Approximately fifty persons became ill after eating sloppy joe's in the cafeteria. Many of them had to be hospitalized. The hamburger used in the sloppy-joe mixture was cooked in a large stock pot the day before serving. The stock pot was immediately placed in the refrigerator for cooling.

A. What was the food-handling error?

____

B. What procedure should have been followed?

____

____

____

PART II

Case Study #2

Five persons became ill after eating Mexican food in a restaurant. All five were hospitalized, and one died. Tests indicated that *Clostridium botulinum* was the causative agent. Upon investigation, it was discovered that the owner was using improperly home-canned green peppers in the Mexican food.

A. What was the food-handling error?

____

B. What precautions should have been taken to avoid the incident?

____

____

____

CLASS ASSIGNMENT SHEET #1

PART III

Case Study #3

Sixty persons were ill with vomiting and diarrhea after eating a hamburger/macaroni casserole. Upon investigation, it was discovered that the hamburger meat had been placed at room temperature to thaw overnight so that it would be ready for casserole preparation the following morning.

A. What was the food-handling error?

B. How could the error have been prevented?

C. What bacteria might have caused the illnesses?

D. Can the toxins produced by these bacteria be destroyed by cooking?

PART IV

Case Study #4

The head nurse in a health facility has asked you to prepare a milkshake with a raw egg in it for a patient who is not eating well.

A. What should be your response to the request?

B. What bacterium in raw egg is a possible hazard?

C. What alternative could you offer the nurse?

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FOOD-BORNE ILLNESSES
UNIT IV

CLASS ASSIGNMENT SHEET #2--STATE CORRECT PROCEDURES FOR PREPARATION, SERVICE, AND STORAGE OF POTENTIALLY HAZARDOUS FOODS

NAME ______________________________ SCORE ______________

Read each of the following examples carefully. First, state whether the food given in each case is a potentially hazardous food. Second, state the contaminant that may be involved. Third, state the correct food-handling procedure for each food listed.

A. Gravy held on the steam table for two hours at 100°F

1. Potentially hazardous food? ______________________________
2. Contaminant(s)-- ______________________________
3. Correct food-handling procedure-- ______________________________

____

____

B. Plain lime gelatin left at room temperature for one hour

1. Potentially hazardous food? ______________________________
2. Contaminant(s)-- ______________________________
3. Correct food-handling procedure-- ______________________________

____

____

C. Green beans in a badly dented can; upon opening, the contents were bubbly, off-color, and odorous

1. Potentially hazardous food? ______________________________
2. Contaminant(s)-- ______________________________
3. Correct food-handling procedure-- ______________________________

____

____

CLASS ASSIGNMENT SHEET #2

D. Roast pork cooked rare to an internal temperature of 130°F

1. Potentially hazardous food? ____________________
2. Contaminant(s)-- ____________________
3. Correct food-handling procedure-- ____________________

____

____

E. Fresh, whole, unwashed apples served to patients

1. Potentially hazardous food? ____________________
2. Contaminant(s)-- ____________________
3. Correct food-handling procedure-- ____________________

____

____

F. Pineapple juice opened and stored uncovered in the can in the refrigerator

1. Potentially hazardous food? ____________________
2. Contaminant(s)-- ____________________
3. Correct food-handling procedure-- ____________________

____

____

G. Flies present in dietary department while food is uncovered at room temperature

1. Potentially hazardous food? ____________________
2. Contaminant(s)-- ____________________
3. Correct food-handling procedure-- ____________________

____

____

CLASS ASSIGNMENT SHEET #2

H. Meat loaf hand-mixed by the cook

1. Potentially hazardous food? ______
2. Contaminant(s)-- ______
3. Correct food-handling procedure-- ______

______

______

I. Tossed salad hand-mixed by diet aide who had an infected cut on a finger

1. Potentially hazardous food? ______
2. Contaminant(s)-- ______
3. Correct food-handling procedure-- ______

______

______

J. Milk poured in glasses two hours before serving time and left at room temperature

1. Potentially hazardous food? ______
2. Contaminant(s)-- ______
3. Correct food-handling procedure-- ______

______

______

K. Chicken salad sandwiches for supper prepared about 1 P.M. and served to patients at 5 P.M.; sandwiches were not refrigerated

1. Potentially hazardous food? ______
2. Contaminant(s)-- ______
3. Correct food-handling procedure-- ______

______

______

FOOD-BORNE ILLNESSES
UNIT IV

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1--Answers should be similar to those given below

PART I

A. Food placed in a large stock pot to cool

B. Food should have been put into pans no deeper than 4 inches for quick cooling to prevent bacterial growth; the amount of food in a large stock pot is too large to cool quickly; bacterial growth can occur in the center of the food while the outside is cooling

PART II

A. No home-canned foods should have been used in a commercial food service operation

B. Only commercially canned foods should have been used; the cans should have been checked for any damage

PART III

A. Meat should not have been thawed overnight at room temperature

B. Meat should have been thawed in refrigerator

C. Staphylococcus, salmonella, *Clostridium perfringens*

D. No

PART IV

A. Raw eggs are not used in an uncooked food item in a health facility

B. Salmonella

C. The egg could be poached and blended into the milkshake

Class Assignment Sheet #2

A. 1. Yes

2. *Clostridium perfringens*, staphylococcus

3. Gravy should be held at 140°F or above

ANSWERS TO CLASS ASSIGNMENT SHEETS

B. 1. No

2. None

3. Jello will likely melt at room temperature, so it would have a poor appearance when served; keep refrigerated until served

C. 1. Yes

2. *Clostridium botulinum*

3. Green beans should be boiled fifteen minutes and discarded

D. 1. Yes

2. Trichinae

3. Pork should be cooked to an internal temperature of 170°F and should be well-done

E. 1. Yes

2. Chemical food poisoning

3. Before serving to anyone, all fresh fruits should be rinsed to wash off possible insecticides used in growing

F. 1. Yes

2. Chemical food poisoning

3. Even though cans are lined and supposedly safe, it is never wise to store food in the can after opening, especially acid foods; store in plastic pitcher

G. 1. Yes

2. Salmonella

3. Flies should never be present in the dietary department; food should always be covered

H. 1. Yes

2. Staphylococcus, salmonella, *Clostridium perfringens*

3. Food should always be mixed with a utensil rather than with hands; if hand-mixed, plastic gloves should be worn

I. 1. Yes

2. Staphylococcus

3. Anyone with an infected cut should not be on duty in the dietary department

ANSWERS TO CLASS ASSIGNMENT SHEETS

J.
1. Yes
2. Staphylococcus, salmonella
3. Milk should be kept refrigerated and should not be poured until just before serving time

K.
1. Yes
2. Staphylococcus, salmonella, *Clostridium perfringens*
3. Chicken salad sandwiches with mayonnaise should be immediately refrigerated after preparation; sandwiches should not be stacked too many layers high so that good refrigeration can occur; bread acts as an insulator, and cooling is slow if too many sandwiches are stacked together

FOOD-BORNE ILLNESSES
UNIT IV

CLINICAL ASSIGNMENT SHEET #1--MAKE RECOMMENDATIONS TO IMPROVE DIETARY DEPARTMENT FOOD-HANDLING PROCEDURES

NAME ______________________________ SCORE ____________

Analyze possible food-handling hazards in the dietary department. Write an "X" in the "yes" or "no" column to indicate if a hazard is present or not present. Make recommendations to improve any hazards you observe.

POSSIBLE FOOD-HANDLING HAZARD	YES	NO	RECOMMENDATIONS
Personal Hygiene Employee in dirty uniform			
Employee without hairnet			
Smoking in food area			
Employee on duty with infected burn, or sore			
Employee on duty with sore throat or cold			
Food Preparation Area Meat thawing at room temperature			
Meat, frozen foods, refrigerator items from vendor not stored immediately			
Hands used to mix or handle food			
Serving utensils picked up by serving end			
Hands not washed after handling raw meat			
Same cutting boards used for raw and cooked food products			

CLINICAL ASSIGNMENT SHEET #1

POSSIBLE FOOD-HANDLING HAZARD	YES	NO	RECOMMENDATIONS
Refrigerator and Freezer Storage Fresh meat stored on high shelf so that drippings will contaminate other foods			
Fresh fruits and vegetables not washed; not stored in plastic boxes			
Leftover foods not stored in covered, plastic containers and not marked with name of food and date used			
Leftover foods stored over forty-eight hours			
Foods stored uncovered			
Refrigerator dirty			
Refrigerator temperature incorrect at above 40°F			
Freezer temperature incorrect at above 0°F			
Freezer dirty			
Food stored in freezer near cooling unit			
Storeroom Storage Opened boxes not taped shut correctly			
Dented or bulging cans			
Signs of roaches, flies, mice, or other insects and rodents			
Cans undated			
Storeroom dirty and disorganized			

CLINICAL ASSIGNMENT SHEET #1

POSSIBLE FOOD-HANDLING HAZARD	YES	NO	RECOMMENDATIONS
Cleaning supplies stored with food			
Home-canned foods			
Food Service Area Food served with hands			
Silverware picked up by "eating end"			
Ice scoop stored and used incorrectly			
Food items refrigerated improperly on cafeteria line			
Food items held at incorrect temperature on steam table			

FSW-177-C

FOOD-BORNE ILLNESSES
UNIT IV

CLINICAL ASSIGNMENT SHEET #2--RECORD DIETARY DEPARTMENT REFRIGERATOR AND FREEZER TEMPERATURES

NAME______________________ SCORE ______________

Record and evaluate dietary department refrigerator and freezer temperatures. On the chart below, check and record temperature twice a day for five days, once when you come on duty in the department and again when you go off duty for the day.

REFRIGERATOR OR FREEZER	**TEMPERATURE RECORD**				
	Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Refrigerators Refrigerator No. 1					
On duty					
Off duty					
Refrigerator No. 2					
On duty					
Off duty					
Walk-in Refrigerator					
On duty					
Off duty					
Freezers Freezer No. 1					
On duty					
Off duty					
Walk-in freezer					
On duty					
Off duty					

A. What should refrigerator temperature be?______________________

B. What should freezer temperature be?______________________

C. How many times was refrigerator temperature correct when recorded?____________

D. How many times was freezer temperature correct when recorded?____________

FOOD-BORNE ILLNESSES
UNIT IV

CLINICAL ASSIGNMENT SHEET #3–RECORD DIETARY DEPARTMENT STEAM-TABLE TEMPERATURES

NAME____________________________________ SCORE ____________

Record and evaluate temperature of foods held on the dietary department steam table. On the chart below, check and record the temperature of various food items for five days. Check the same meal each time.

STEAM TABLE	TEMPERATURE RECORD				
	Day 1	Day 2	Day 3	Day 4	Day 5
Meat or main dish					
Potato or substitute					
Vegetable					
Other items (please list)					

A. What should temperature of food on the steam table be?____________________

____

B. How many times were temperatures correct when recorded?________________

C. What possible food hazards could have been caused by incorrect temperatures?

____

____

____

FOOD-BORNE ILLNESSES
UNIT IV

CLINICAL ASSIGNMENT SHEET #4--PLAN HOW TO CORRECT A POSSIBLE FOOD-HANDLING HAZARD

NAME ______________________________ SCORE ______________

Describe a possible food-handling hazard observed in the dietary department. Write a case study of the possible hazard situation. During a dietary in-service class, read the case study, and discuss with other dietary employees how to correct the problem.

FOOD-BORNE ILLNESSES
UNIT IV

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #3--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #4--Evaluated to the satisfaction of the clinical instructor

FOOD-BORNE ILLNESSES
UNIT IV

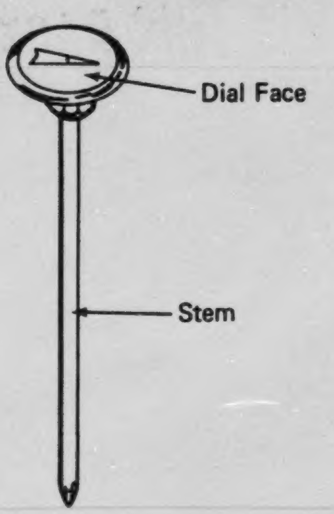
CLINICAL JOB SHEET #1--USE A FOOD THERMOMETER

I. Equipment and supplies

A. Dial-face, metal-probe food thermometer (Figure 9)

(CAUTION: Glass, liquid-filled instruments are not permitted for taking temperatures of food products because of the danger of breakage and mercury poisoning.)

FIGURE 9



B. Solution for washing, rinsing, and sanitizing thermometer

II. Procedure

A. Wash, rinse, and sanitize thermometer in sanitizing solution

(NOTE: Alcohol swabs may be used to sanitize the thermometer after washing and rinsing, but be sure to allow sufficient time for the alcohol to evaporate before using the instrument.)

B. Place thermometer in center of pan of food on steam table or cold food item to be checked

(NOTE: Do not touch bottom or side of pan or dish. In checking meat, do not touch bone or insert in fat.)

C. Wash, rinse, and sanitize thermometer after checking each food item

(CAUTION: Be especially careful to sanitize the thermometer after inserting in raw food products.)

D. Record temperature of each food item checked

E. Wash, rinse, and sanitize thermometer before returning to storage

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FOOD-BORNE ILLNESSES
UNIT IV

TEST

NAME____________________________________ SCORE ______________________

1. Match terms associated with food-borne illnesses to their correct definitions. Write the correct numbers in the blanks.

_____a. Plants and animals too small to be seen without a microscope

_____b. Plantlike single cells visible only with a microscope

_____c. Small microorganism that multiplies in the living cells of its host; does not multiply in food

_____d. Substance capable of causing illness when present in food

_____e. Small animal-like microorganisms

_____f. Wormlike parasites embedded in pork, rabbit meat, and bear meat

_____g. Poisonous compound

_____h. Singular form of *bacteria*

_____i. Unfit for human consumption due to presence of harmful bacteria or toxic chemicals

_____j. Causing disease

1. Bacteria
2. Pathogenic
3. Toxin
4. Contaminated
5. Virus
6. Protozoa
7. Trichinae
8. Microorganisms
9. Bacterium
10. Contaminant

2. State basic facts about microorganisms.

____

____

____

____

____

____

____

TEST

3. Match types of microorganisms found in food to their correct characteristics. Write the correct numbers in the blanks.

1. Viruses	3. Bacteria	5. Molds
2. Yeasts	4. Protozoa	6. Trichinae

_____a. Are about one-fifth the size of bacteria; are carried by food, but do not grow in food; multiply in the living cells of the infected person; are transmitted by persons who are carriers of the virus; occur in raw sewage and polluted waters; are carried by insects and rodents

_____b. Appear as a fuzzy, cottony growth in a variety of colors on a variety of foods; are carried in the air; are killed by boiling; are rarely suspected of causing illness in humans; are used in processing blue cheese and Roquefort cheese; indicate poor management if found in food

_____c. Are a form of plant life; are very small--measure about 1 micron or 0.025 inch; come in various shapes--cocci (almost-perfect spheres), bacilli (rod-shaped), and spirilla (curled); exhibit various growth patterns; serve different environmental purposes

_____d. Are very small, animal-like organisms; are found in lakes, ponds, and streams, and in moist soil that is rich in organic matter; occur in the intestinal tract of humans; cause intestinal disorders such as amebic dysentery; are transferred to food by hands of food handlers who do not wash hands thoroughly after using the toilet

_____e. Are small, wormlike parasites; are found in muscle meats of hogs, rabbits, and bears; are transmitted to hogs when they are fed uncooked, infested garbage; can be destroyed by thoroughly cooking meats from hogs, rabbits, and bears

_____f. Are beneficial, one-celled, plantlike organisms; thrive on food rich in sugar; are used in leavening bread and in fermenting wine and beer

4. Describe the classifications of food-borne illnesses.

a. Food intoxication--______________________________

____

b. Food infection--______________________________

____

c. Chemical food poisoning--______________________________

____

TEST

5. Match to their correct sources types of contaminants that cause food-borne illnesses. Write the correct numbers in the blanks.

_____ a. Bacterium found in infected cuts, pimples, and boils

_____ b. Toxin-producing bacteria that grow without air; found in improperly canned products

_____ c. Bacteria found in intestinal tract of humans and animals, and thus in human and animal waste and sewage

_____ d. Bacteria found in intestinal tract of humans and animals, also often found in kitchen dust

_____ e. Wormlike parasites found in meat of hogs, rabbits, and bears

_____ f. Chemicals found in cleaning compounds, insecticides, and certain metals such as lead, zinc, cadmium, and antimony that come in contact with food

1. Chemical food poisoning
2. Salmonella
3. Staphylococcus
4. *Clostridium botulinum*
5. Trichinae
6. *Clostridium perfringens*

TEST

6. Identify contaminants that cause food-borne illnesses. Write the name of the contaminant in the blanks.

Trichinae	**Chemical food poisoning**	**Staphylococcus**
Clostridium perfringens	**Salmonella**	**Clostridium botulinum**

CONTAMINANT	SYMPTOMS	FOODS FREQUENTLY INVOLVED	PREVENTION
a. ____________ ____________	Abdominal pain and diarrhea Symptoms appear within eight to twenty-two hours	Cold, cooked, or reheated meats and gravies, stews, meat pies	Use separate cutting boards for raw and cooked foods Wash hands after handling raw meat Keep food preparation area free of dust and dirt Clean and sanitize meat slicers Wash hands thoroughly after using the toilet Cool foods rapidly Observe strict time/temperature control
b. ____________ ____________	Nausea and vomiting Diarrhea Dizziness, dryness of throat Double vision Difficulty in swallowing and speaking Increasing paralysis of involuntary muscles Symptoms appear twelve to thirty-six hours after eating contaminated food	Home-canned, nonacid food such as green beans, corn, beets, meat products, and seafoods that have been canned at temperatures too low to kill bacteria Underprocessed smoked fish	Use only commercially canned foods Refuse donations of home-canned foods Store canned foods in cool room--50°F to 60°F Inspect canned goods before opening Watch for bulging, damaged, rusty, or leaky cans Look for off-color, off-odor, or bubbly contents Practice quick turnover of canned foods Keep smoked fish frozen or under strict refrigeration Never taste food suspected of having *Clostridium botulinum;* boil fifteen minutes and discard

TEST

CONTAMINANT	SYMPTOMS	FOODS FREQUENTLY INVOLVED	PREVENTION
c. ______________ ______________	Nausea and vomiting Diarrhea Abdominal cramps Chills and weakness Sometimes fever Symptoms appear twelve to twenty-four hours after eating contaminated food	Improperly handled meat and poultry that may be contaminated when it reaches the kitchen Foods contaminated with feces from rodents or insects Foods contaminated with fecal matter of human or animal origin	Wash hands thoroughly after using the toilet Wash hands after handling raw meat Use separate cutting boards for raw and cooked meat Keep plumbing in excellent working order to prevent sewage from contaminating water and food Control rodents and insects Allow no pets in food area Use government-inspected meats and poultry Use no raw eggs Practice excellent housekeeping Clean and sanitize equipment and utensils Hold foods at correct temperature--below 40°F or above 140°F
d. ______________ ______________	First symptoms resemble food poisoning (nausea, vomiting, diarrhea, colic) Later on, muscular soreness and swelling occur Death may ensue in severe infestation	Meat from hogs, rabbits, and bears	Thoroughly cook all meat from hogs, rabbits, and bears to an internal temperature of 170°F

TEST

CONTAMINANT	SYMPTOMS	FOODS FREQUENTLY INVOLVED	PREVENTION
e. ____________ ____________	Symptoms depend on chemical ingested	Foods coming in contact with toxic chemical	Store cleaning compounds and other chemicals in storeroom separate from food Store chemicals in closed, clearly labeled containers Wash all fresh fruits and vegetables thoroughly to remove any pesticide residue Hire professional exterminators Use no containers, shelves, or pipes of lead, zinc, antimony, or cadmium around food storage and preparation areas
f. ____________ ____________	Nausea and vomiting Diarrhea Abdominal cramps Chills and weakness Symptoms appear two to three hours after eating food	Protein foods Foods handled with hands Foods exposed to warm temperatures	Practice personal cleanliness Make sure that food handlers are free from infected cuts, sores, boils, and respiratory illness Wash hands frequently Handle food with utensils rather than with hands Clean equipment and utensils Keep cold foods below 40°F Keep hot foods above 140°F

TEST

7. List the elements necessary for bacterial growth.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

8. Select from the following list methods of destroying bacteria.

   _____a. Heat above 170°F

   _____b. Chemical agents

   _____c. Freezing below 0°F

   _____d. Refrigeration 45°F or below

   _____e. Heat above 140°

   (NOTE: Test questions 9-15 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Make recommendations to prevent incidents of food-borne illness.

10. State correct procedures for preparation, service, and storage of potentially hazardous foods.

11. Make recommendations to improve dietary department food-handling procedures.

12. Record dietary department refrigerator and freezer temperatures.

13. Record dietary department steam-table temperatures.

14. Plan how to correct a possible food-handling hazard.

15. Demonstrate the ability to use a food thermometer.

FOOD-BORNE ILLNESSES
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 325. The point total for questions 1-8 is 87; the point total for questions 9-15 is 238.)

1. (20 points)
   a. 8
   b. 1
   c. 5
   d. 10
   e. 6
   f. 7
   g. 3
   h. 9
   i. 4
   j. 2

2. (8 points)
   a. Microorganisms are microscopic plants and animals too small to be seen without a microscope
   b. Microorganisms are the cause of most food-borne illnesses
   c. Sanitation is concerned with the removal or destruction of harmful microorganisms in food and on all surfaces that touch food
   d. Food-borne illnesses caused by microorganisms can be prevented by learning to practice good food-handling techniques

ANSWERS TO TEST

3. (12 points)

   a. 1

   b. 5

   c. 3

   d. 4

   e. 6

   f. 2

4. (9 points)

   Description should include the following

   a. Food intoxication--Illness caused by toxin or *poison* that offending bacteria release into food as they grow and multiply

   b. Food infection--Infection that bacteria set up in the gastrointestinal tract of the victim after contaminated food is eaten

   c. Chemical food poisoning--Illness caused by eating chemically contaminated food

5. (12 points)

   a. 3

   b. 4

   c. 2

   d. 6

   e. 5

   f. 1

6. (12 points)

   a. *Clostridium perfringens*

   b. *Clostridium botulinum*

   c. Salmonella

ANSWERS TO TEST

  d. Trichinae

  e. Chemical food poisoning

  f. Staphylococcus

7. (4 points)

  a. Food

  b. Moisture

  c. Temperature between 40°F and 140°F

  d. Air

8. (10 points)

  a, b

9. Evaluated to the satisfaction of the class instructor (20 points)

10. Evaluated to the satisfaction of the class instructor (33 points)

11. Evaluated to the satisfaction of the clinical instructor (50 points)

12. Evaluated to the satisfaction of the clinical instructor (50 points)

13. Evaluated to the satisfaction of the clinical instructor (35 points)

14. Evaluated to the satisfaction of the clinical instructor (25 points)

15. Performance skills evaluated to the satisfaction of the clinical instructor (25 points)

SAFETY
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to practice safe habits in the dietary department. This knowledge will be shown by completing assignment sheets, job sheet, and unit test with a minimum score of 100 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define *accident* and *safety*.
2. Select from a list reasons for preventing accidents.
3. State general safety rules.
4. State rules for preventing falls.
5. Select from a list rules for preventing cuts.
6. State rules for preventing burns.
7. State rules for preventing electrical shock.
8. State rules for preventing strains.
9. Select from a list rules for preventing fires.
10. Select from a list safe clothing for the food service worker.
11. Record safety rules for preventing falls.
12. Record safety rules for preventing cuts.
13. Record safety rules for preventing burns and electrical shock.
14. Demonstrate the ability to lift a heavy item properly.

SAFETY
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials to supplement unit.

      1. *Food Service: Accident Prevention and Equipment Safety.* 35 mm. filmstrip with cassette, color, 20 minutes, Trainex Corporation. Available from Trainex Corporation, P.O. Box 116, Garden Grove, California 92642.

      2. *Avoiding Burns in the Kitchen.* 35 mm. filmstrip with cassette, color, 7 minutes, 1981, National Education Media, Inc. Available from National Education Media, Inc., 21601 Devonshire Street, Chatsworth, California 91311.

      3. *Avoiding Falls in the Kitchen.* 35 mm. filmstrip with cassette, color, 8 minutes, 1981, National Education Media, Inc.

      4. *Avoiding Cuts and Strains in the Kitchen.* 35 mm. filmstrip with cassette, color, 8 1/2 minutes, 1981, National Education Media, Inc.

      5. *Using Kitchen Knives Safely and Efficiently.* 35 mm. filmstrip with cassette, color, 11 minutes, 1981, National Educational Media, Inc.

   B. Make transparencies.

   C. Provide students with objective sheet.

   D. Provide students with information, assignment, and job sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information, assignment, and job sheets.

   G. Develop appropriate learning activities for special needs students.

   H. Write safety categories (cuts, burns, strains, electrical shock, fire, falls) on 3-by-5-inch cards. Have six randomly selected students draw one card each. Call on these six students, one at a time, to state prevention rules pertaining to their category. If a student cannot remember all of the rules, the remainder of the class (those students without cards) may volunteer the remaining rules.

   I. Give test.

   J. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

SUGGESTED ACTIVITIES

- B. Suggested activities
- C. Information sheet
- D. Transparency masters
  1. TM #1 — If You Drop It, Pick It Up
  2. TM #2 — If You Spill It, Wipe It Up
  3. TM #3 — Keep Your Mind on What You are Doing
  4. TM #4 — Use Only a Ladder or the Steps
  5. TM #5 — Lift with Your Legs, Not Your Back
- E. Clinical assignment sheets
  1. Clinical Assignment Sheet #1 — Record Safety Rules for Preventing Falls
  2. Clinical Assignment Sheet #2 — Record Safety Rules for Preventing Cuts
  3. Clinical Assignment Sheet #3 — Record Safety Rules for Preventing Burns and Electrical Shock
- F. Answers to clinical assignment sheets
- G. Clinical Job Sheet #1 — Demonstrate the Ability to Lift a Heavy Item Properly
- H. Test
- I. Answers to test

III. Unit references

- A. *Being a Food Service Worker: Student Manual.* Chicago: Hospital Research and Educational Trust, 1974.
- B. Clements, Irene, and Judy Coffey. *Home Economics I: Basic Core,* rev. by Joyce Sawatzky, Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1977.
- C. Livermon, Marjorie, ed. *Oklahoma Diet Manual.* Oklahoma City, Oklahoma: Oklahoma Dietetic Association, 1982.
- D. *Safety Guide for Health Care Institutions.* Chicago: American Hospital Association and the National Safety Council, 1972.
- E. West, B.B., et al. *Food Service in Institutions.* 5th ed. New York: John Wiley and Sons, 1977.

SAFETY
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Accident — Suddenly occurring, unintentional event that causes injury or property damage

B. Safety — The condition of freedom from injury or risk

II. Reasons for preventing accidents

A. To avoid pain, suffering, and inconvenience

B. To avoid paying increased insurance payments

C. To avoid paying medical expenses not covered by insurance

D. To avoid losing time and wages

E. To prevent lost production time

F. To avoid increased business expenses

EXAMPLES: Replacement or repair of broken equipment, training of new worker(s), paying increased insurance benefits, paying double wages

(NOTE: While an employee is on sick leave, a new employee may have to be hired and paid.)

III. General safety rules (Transparencies #1-#3)

(NOTE: Safety is everybody's job. It is a responsibility that never ends.)

A. If you drop it, pick it up

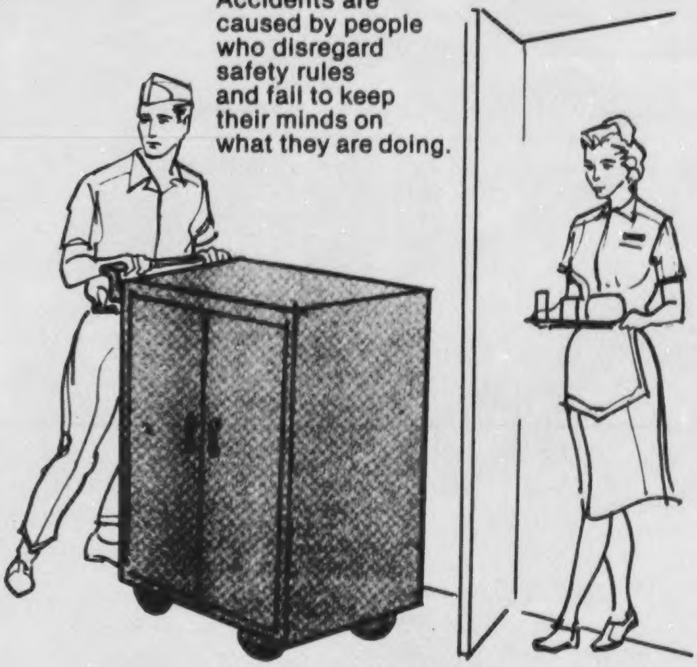
B. If you spill it, wipe it up

INFORMATION SHEET

C. Keep your mind on what you are doing (Figure 1)

EXAMPLE:

FIGURE 1



Accidents are caused by people who disregard safety rules and fail to keep their minds on what they are doing.

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IV. Rules for preventing falls (Transparency #4; Clinical Assignment Sheet #1)

A. Keep floors in good repair

(NOTE: Report unsafe conditions, such as loose tile, to your supervisor.)

B. Mop up spills immediately

C. Use a step-stool or ladder to reach high objects

D. Keep corridors well lighted and free of trash or other objects

E. Keep stairways well lighted, and use handrails

F. Wear work shoes with nonslip soles

(NOTE: Do not wear tennis shoes, sandals, or high heels.)

INFORMATION SHEET

V. Rules for preventing cuts (Clinical Assignment Sheet #2)

  A. Use all safety devices on equipment

  EXAMPLES: Guards on mechanical slicers, choppers, and grinders

  B. Keep knives sharp and store in a rack

  (NOTE: Never store knives loose in a drawer full of other utensils.)

  C. Never leave a knife or other sharp object in a sink or container of water

  D. Always cut away from the body

  E. Never pick up broken glass with bare hands

  (NOTE: Sweep glass into a dustpan and dispose of it in a metal container.)

  F. Report to supervisor any sharp edges on equipment

  G. Be cautious of edges on opened cans

  (NOTE: Notify supervisor if can opener blades are not in good repair or are not working properly.)

  H. Never use hands to push down trash in trash containers

VI. Rules for preventing burns (Clinical Assignment Sheet #3)

  A. Use *dry* potholders to handle hot dishes and pans

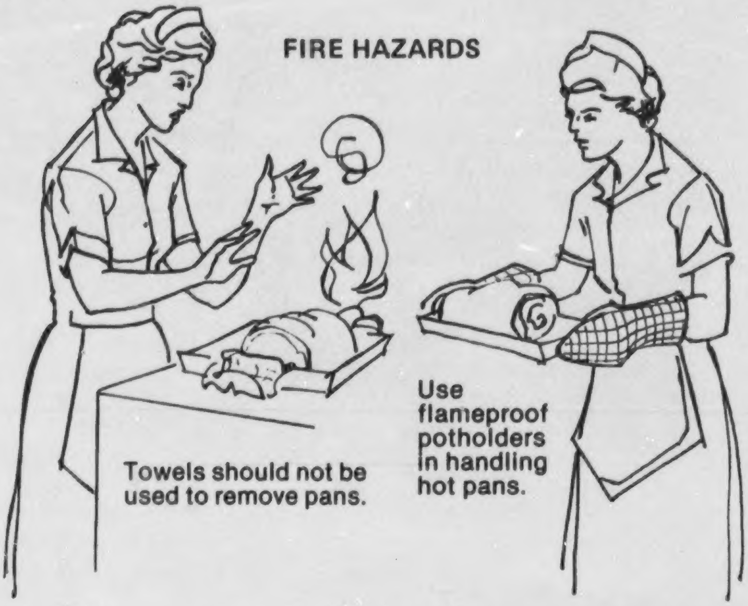
  (NOTE: Wet potholders conduct heat.)

INFORMATION SHEET

B. Do not use your apron or a towel as a hot pad (Figure 2)

EXAMPLE:

FIGURE 2



FIRE HAZARDS

Towels should not be used to remove pans.

Use flameproof potholders in handling hot pans.

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C. Keep pot handles turned so that they will not be knocked off range top

(NOTE: Report any loose handles to supervisor.)

D. Stand to the side when opening steamers and ovens

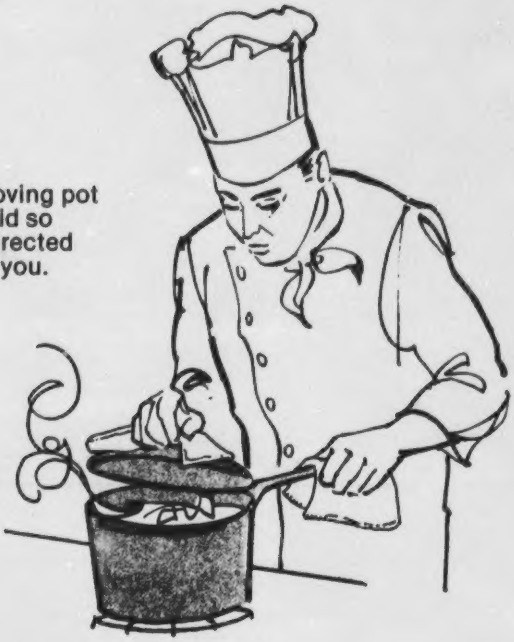
E. Avoid dropping wet foods into hot fat

INFORMATION SHEET

F. Lift lids from the far side first to allow steam to escape (Figure 3)

EXAMPLE:

FIGURE 3



When removing pot lids, raise lid so steam is directed away from you.

VII. Rules for preventing electrical shock (Clinical Assignment Sheet #3)

A. Handle electrical equipment with dry hands

B. Report, repair, or replace frayed electrical cords, broken plugs, or other defective equipment

C. Never use extension cords

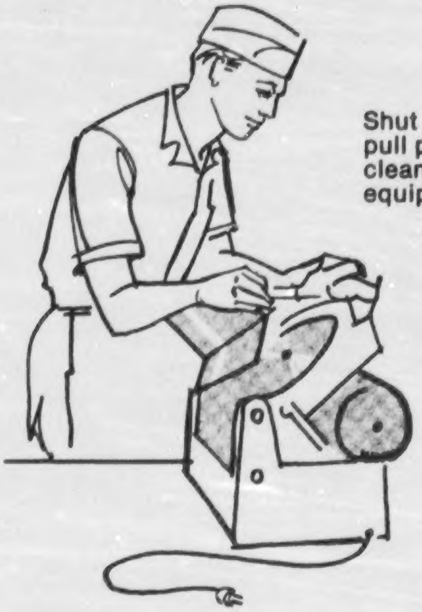
D. Never put a knife or other metal utensil into an electric toaster

INFORMATION SHEET

E. Shut off switch and unplug equipment before cleaning (Figure 4)

EXAMPLE:

FIGURE 4



Shut off switch and pull plug before cleaning electrical equipment.

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VIII. Rules for preventing strains (Transparency #5; Clinical Job Sheet #1)

A. Get help in lifting heavy objects

B. Use your leg muscles, not your back, when lifting boxes and other heavy objects

C. Use a ladder or step-stool when reaching for objects in high places

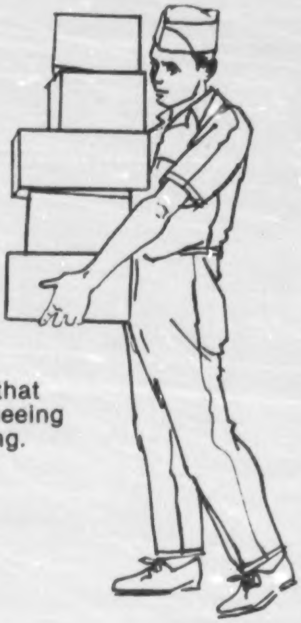
D. Use carts or dollies for moving heavy or bulky objects

INFORMATION SHEET

E. Never carry loads that prevent you from seeing where you are going (Figure 5)

EXAMPLE:

FIGURE 5



Never carry loads that prevent you from seeing where you are going.

Watch your step!

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F. Bend knees, not back, when putting down a heavy object

IX. Rules for preventing fires

A. Immediately report any fire to supervisor

B. Know where fire extinguishers are and how to use them

C. Never try to put out a grease fire with water

(NOTE: Water will *not* put out a grease fire. Instead, it will cause the burning grease to splatter, and the fire will spread.)

D. Smoke only in designated areas

E. Light matches before turning on gas jets

F. Report any gas leaks to supervisor

G. Report frayed electrical cords and broken plugs

H. Wear tailored clothing and tie back long hair

INFORMATION SHEET

X. Safe clothing for the food service worker

A. Shoes

1. Rubber, broad-based heels less than 2 inches high

2. Closed toes

(NOTE: Safety toes are recommended.)

3. Tied shoelaces

4. Good strong support

B. Uniforms

1. Flame resistant

2. Tailored style

(NOTE: Long bows, ruffles, or flowing skirts can become caught in equipment or catch on fire when working near ranges with open flames.)

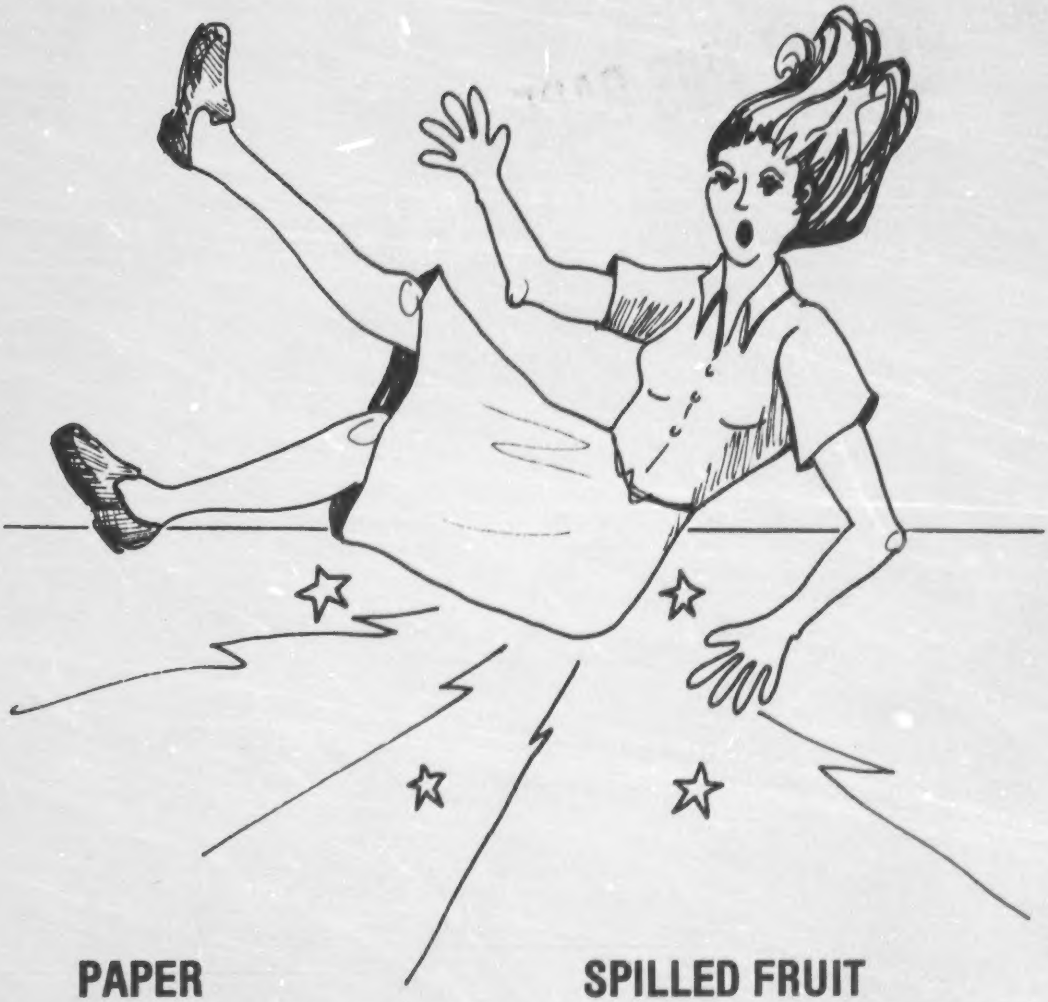
3. Short apron strings tied securely

(NOTE: Apron strings should be tied securely so that they can not come untied and dangle near fire or moving machinery.)

C. Jewelry — Only watch and wedding ring allowed

(NOTE: Pins or jewelry that could drop off into food should not be worn, nor should long chains, bracelets, or any other jewelry that could become entangled in mechanical equipment. Check the facility's policy and procedure manual for specific details.)

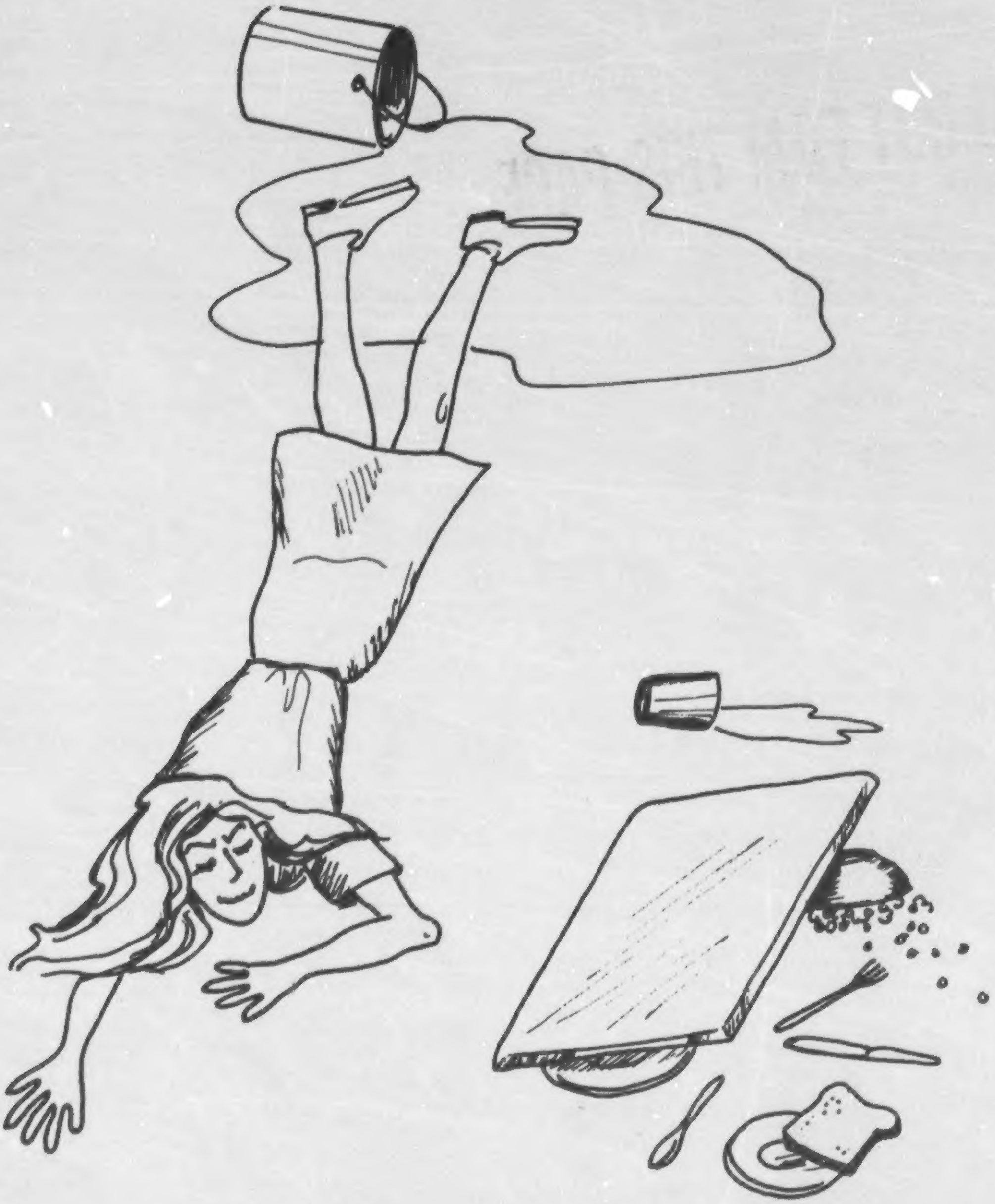
If You Drop It, Pick It Up



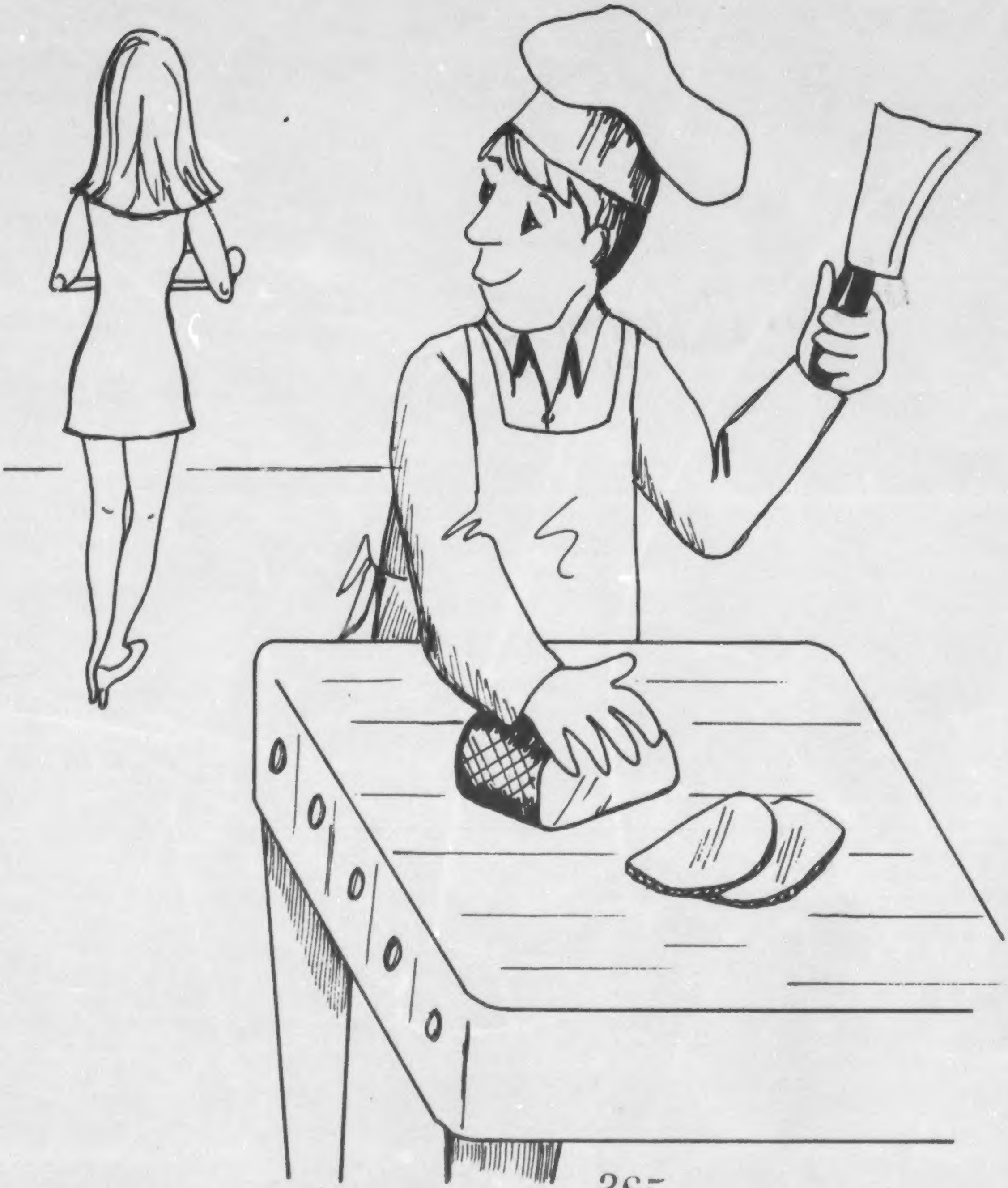
PAPER
CHIPPED ICE
GREASE SPILLS

SPILLED FRUIT
VEGETABLE LEAVES

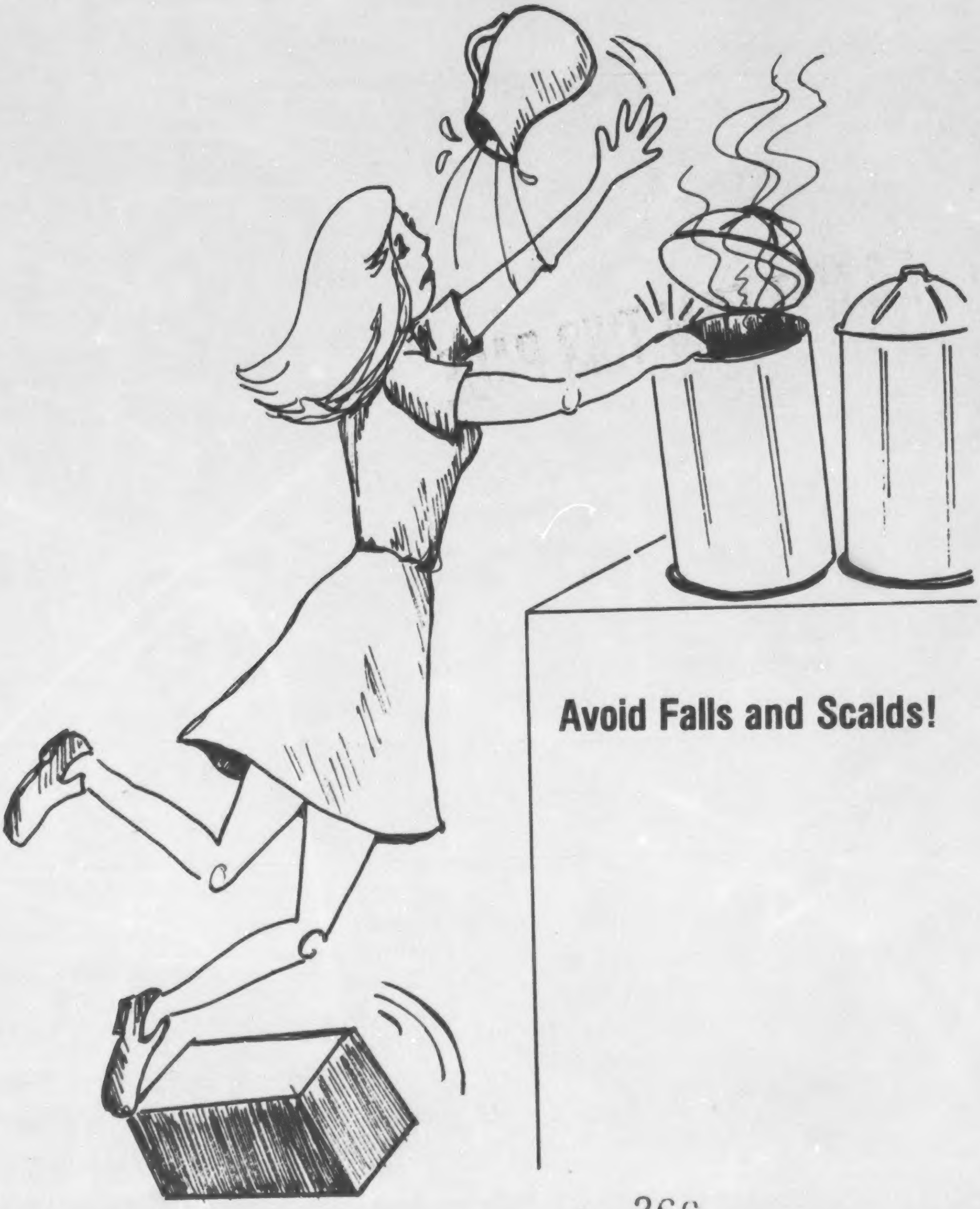
If You Spill It, Wipe It Up



Keep Your Mind on What You Are Doing

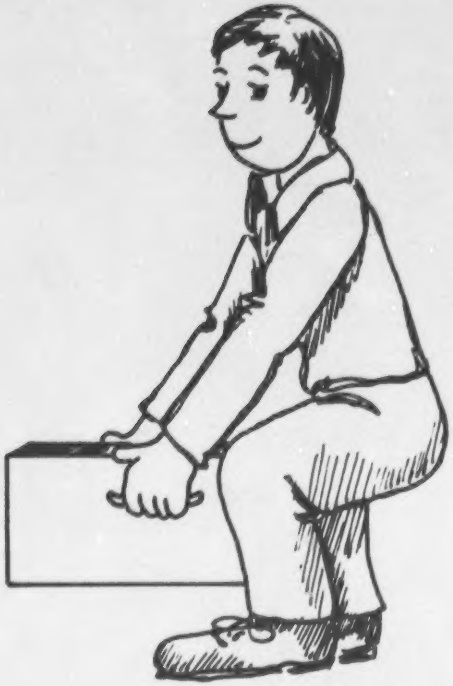


Use Only a Ladder or the Steps

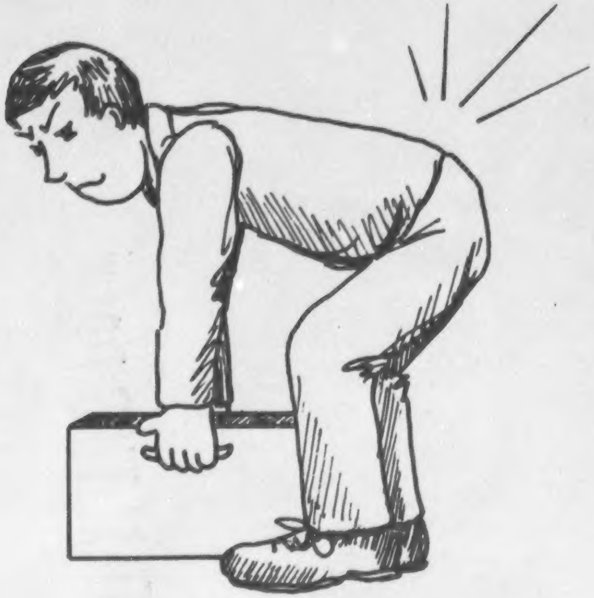


Avoid Falls and Scalds!

Lift with Your Legs, Not Your Back



Correct



Incorrect

SAFETY
UNIT V

CLINICAL ASSIGNMENT SHEET #1 — RECORD SAFETY RULES FOR PREVENTING FALLS

NAME ______________________ SCORE __________

Observe safety practices for preventing falls in your dietary department for three days. Record any violation and the method of correction in the spaces provided.

EXAMPLE:

Safety rule	**Location of violation**	**Method of correction**
Keep floors in good repair	Tile loose under pot and pan sink	Replace and install new tile

Safety rule	**Location of violation**	**Method of correction**
Keep floors in good repair		
Mop up spills immediately		
Use a step-stool or ladder to reach high objects		
Keep corridors well lighted		
Keep corridors free of trash or other objects		
Keep stairways well lighted		
Use handrails in stairways		
Wear work shoes with nonslip soles		

SAFETY
UNIT V

CLINICAL ASSIGNMENT SHEET #2 — RECORD SAFETY RULES FOR PREVENTING CUTS

NAME ______________________________ SCORE ______________

Observe safety practices in preventing cuts in your dietary department for three days. Record any violation and the method of correction in the spaces provided.

EXAMPLE:

Safety rule	**Location of violation**	**Method of correction**
Keep knives sharp and store in a rack	Knives stored loose in drawer in cooks' table	Purchase knife holder and place knives in holders on walls

Safety rule	**Location of violation**	**Method of correction**
Use all safety devices on equipment		
Keep knives sharp and store in a rack		
Never leave a knife or other sharp object in a sink or container of water		
Always cut away from the body		
Never pick up broken glass with bare hands		
Repair sharp edges on equipment		
Be cautious of edges on opened cans		

SAFETY
UNIT V

CLINICAL ASSIGNMENT SHEET #3 — RECORD SAFETY RULES FOR PREVENTING BURNS AND ELECTRICAL SHOCK

NAME ______________________________ SCORE ____________

Observe safety practices in preventing burns and electrical shock in your dietary department for three days. Record any violation and the method of correction in the spaces provided.

EXAMPLE:

Safety rule	Location of violation	Method of correction
Unplug equipment before cleaning	Employee cleaning toaster while plugged in	Instruct employee to unplug toaster before beginning to clean

Safety rule	Location of violation	Method of correction
Use *dry* potholders to handle hot pans		
Do not use your apron or a towel as a hot pad		
Keep pot handles turned so that they will not be knocked off range top		
Stand to the side when opening steamers and ovens		
Lift lids from the far side of a pan first to allow steam to escape		
Avoid dropping wet foods into hot fat		

CLINICAL ASSIGNMENT SHEET #3

Safety rule	**Location of violation**	**Method of correction**
Handle electrical equipment with dry hands		
Report, repair, or replace frayed electrical cords, broken plugs, or defective equipment		
Unplug equipment before cleaning		
Never put a knife or other metal utensil into an electric toaster		
Never use extension cords		

SAFETY
UNIT V

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #3 — Evaluated to the satisfaction of the clinical instructor

SAFETY
UNIT V

JOB SHEET #1 — LIFT A HEAVY ITEM PROPERLY

I. Equipment — Large, heavy box or container

II. Procedure

A. Squat down with knees bent

B. Get a firm grip on the box or container

C. Get a firm footing with body weight evenly distributed

D. Keep back straight

E. Keep the load near the body

F. Lift object by pushing up with strong leg muscles

G. Use a normal walking gait

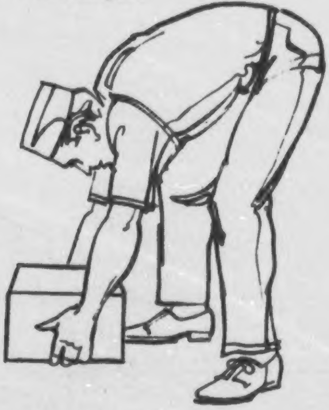
H. Make sure that nothing is in the way and that you can see where you are going

I. Squat with knees bent to put the object down (Figures 6 and 7)

EXAMPLES:

FIGURE 6

Incorrect Lifting Technique



Lift with your leg muscles, not with your back, or your "muscle machinery" may be injured.

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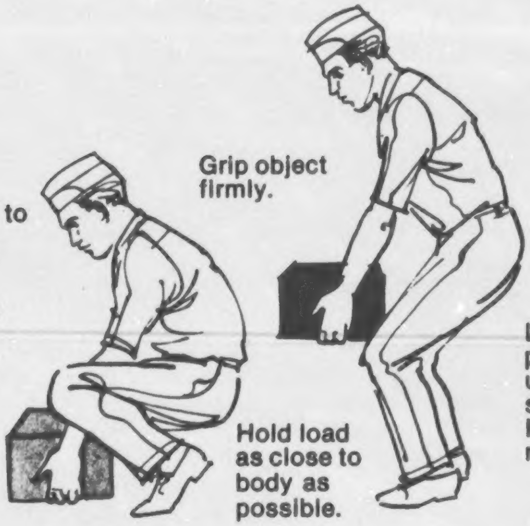
JOB SHEET #1

FIGURE 7

Correct Lifting Technique



Squat close to load.
Keep back straight as possible.

Grip object firmly.

Hold load as close to body as possible.

Lift by pushing up with strong leg muscles.

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SAFETY
UNIT V

TEST

NAME ________________________________ SCORE ______________

1. Define *accident* and *safety*.

   a. Accident — ________________________________

   ____

   b. Safety — ________________________________

   ____

2. Select from the following list reasons for preventing accidents. Write an "X" in the blank before each correct answer.

   _____a. To avoid pain, suffering, and inconvenience

   _____b. To improve cost of food

   _____c. To avoid paying increased insurance payments

   _____d. To avoid paying medical expenses not covered by insurance

   _____e. To avoid firing employees

   _____f. To avoid losing time and wages

   _____g. To prevent lost production time

   _____h. To avoid increased business expenses

3. State general safety rules.

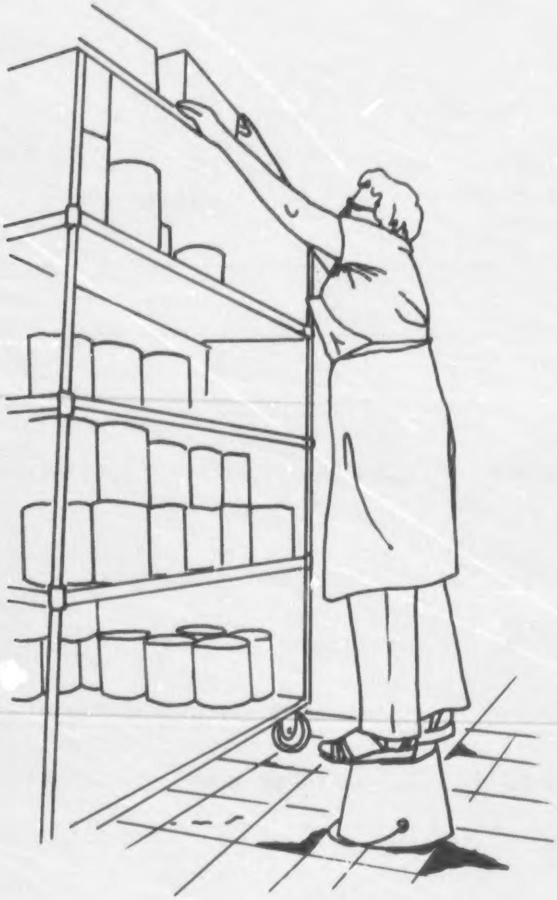
   a. ________________________________

   b. ________________________________

   c. ________________________________

TEST

4. State rules for preventing falls that would correct errors shown in the following pictures.

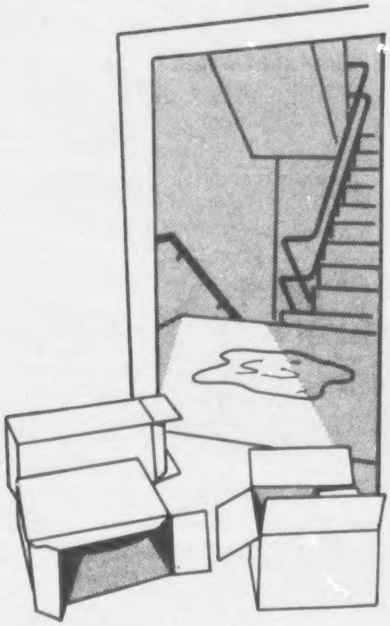


a. ____________________

b. ____________________

c. ____________________

TEST



d. ______________________________

e. ______________________________

f. ______________________________

5. Select from the following list rules for preventing cuts. Write an "X" in the blank before each correct answer.

_____a. Place knives in a sink of water so that they can soak with other pans and utensils

_____b. Keep knives sharp and store in a rack

_____c. Cut toward yourself when peeling carrots

_____d. Never pick up broken glass with bare hands

_____e. Be cautious of edges on opened cans

_____f. Store knives loose in a drawer

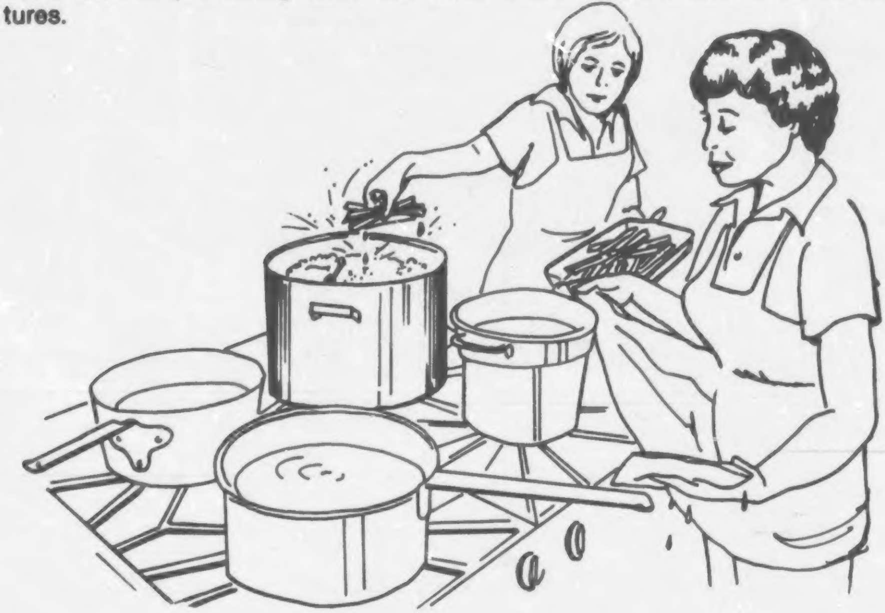
_____g. Use all safety devices on equipment

_____h. Rough or bent edges on stainless steel tables do not need to be repaired

_____i. Use hands to push down trash in trash containers

TEST

6. State rules for preventing burns that would correct errors shown in the following pictures.



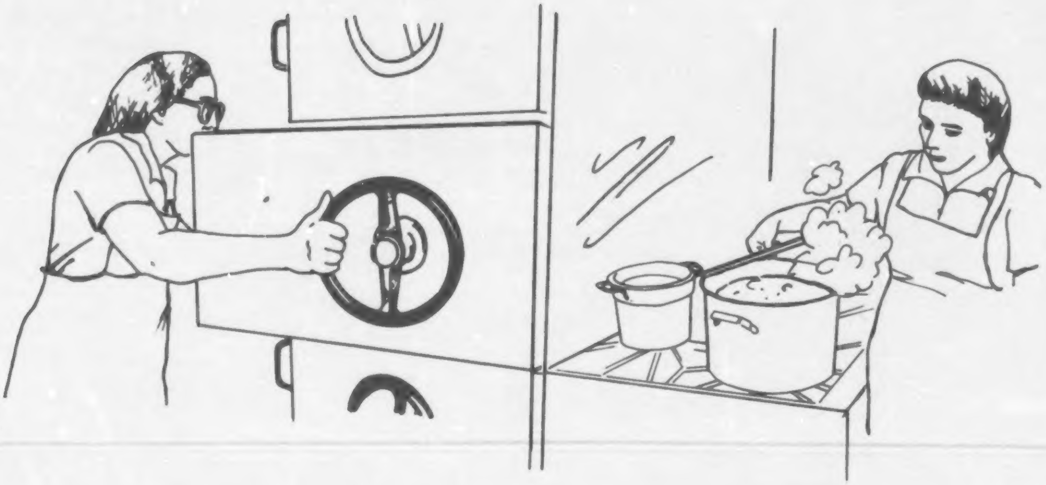
a. ____

b. ____

c. ____

d. ____

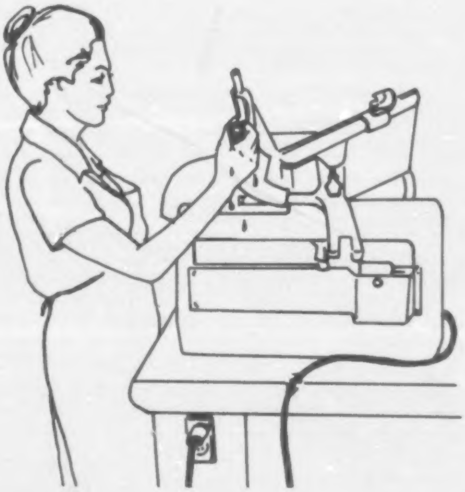
TEST



e. ______________________________

f. ______________________________

7. State rules for preventing electrical shock that would correct errors shown in the following pictures.

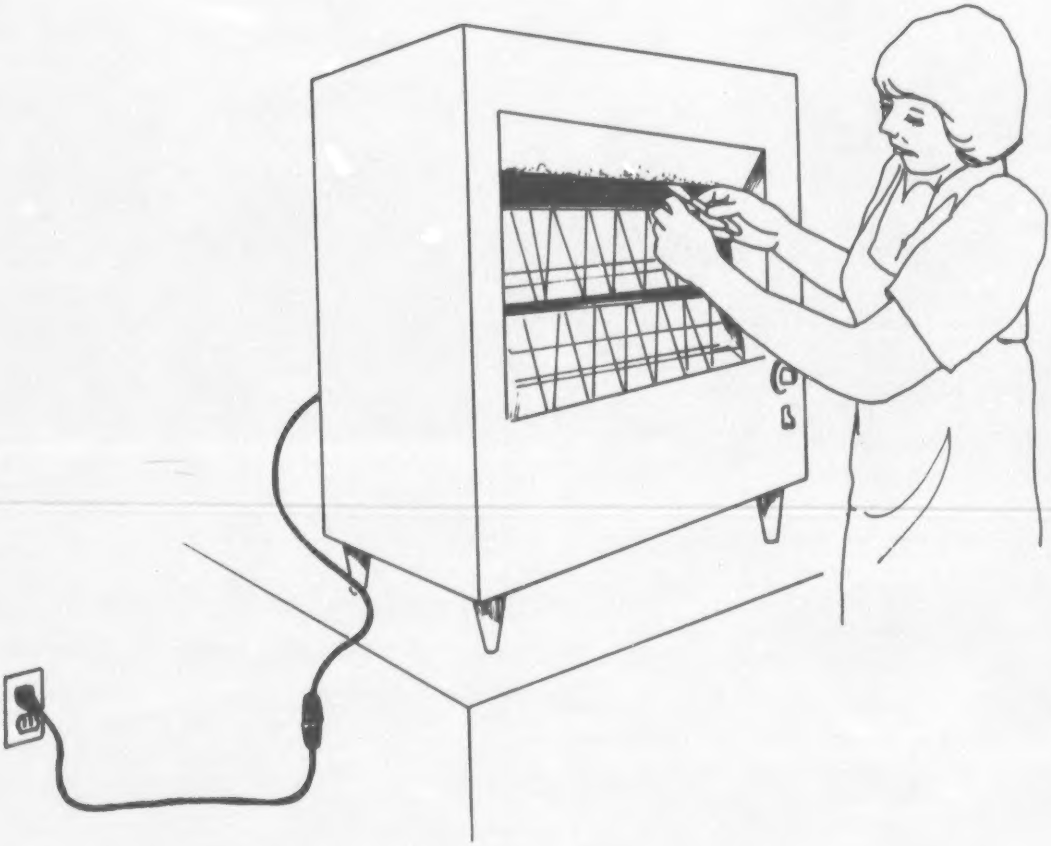


a. ______________________________

b. ______________________________

c. ______________________________

TEST

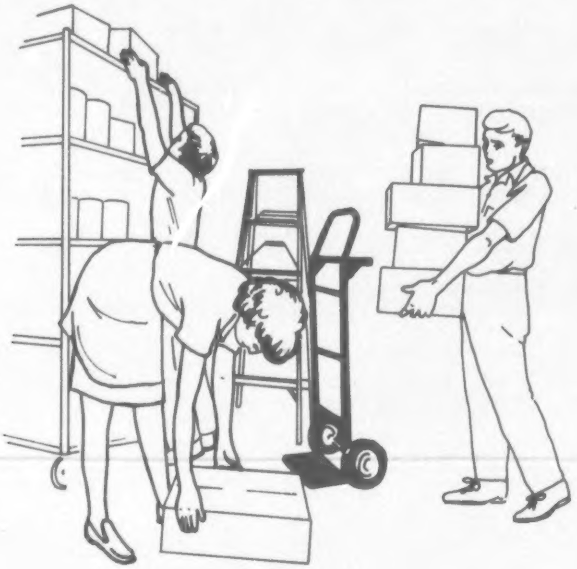


d. ____

e. ____

TEST

8. State rules for preventing strains that would correct errors shown in the following picture.



a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

9. Select from the following list rules for preventing fires. Write an "X" in the blank before each correct answer.

_____a. Light a match to check for gas leaks

_____b. Immediately report any fire to supervisor

_____c. Immediately remove skillet of burning grease to sink and run water on it

_____d. Know where fire extinguishers are and how to use them

_____e. Smoke only in designated areas

_____f. Use heavy-duty extension cords where needed

TEST

_____g. Report frayed electrical cords and broken plugs

_____h. Wear tailored clothing and tie back long hair

10. Select from the following list safe clothing for the food service worker. Write an "X" in the blank before each correct answer.

_____a. Rubber, broad-based heels less than 2 inches high

_____b. Flame resistant uniforms

_____c. Open-toed shoes

_____d. Tied shoelaces

_____e. Short apron strings tied securely

_____f. Uniforms with flowing skirts and attractive ruffles

_____g. Jewelry and attractive pins

_____h. Only watch and wedding ring allowed

_____i. Narrow-heeled, high heels

_____j. Shoes with closed toes

_____k. Shoes that provide good strong support

(NOTE: Test questions 11-14 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

11. Record safety rules for preventing falls.

12. Record safety rules for preventing cuts.

13. Record safety rules for preventing burns and electrical shock.

14. Demonstrate the ability to lift a heavy item properly.

SAFETY
UNIT V

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 280. The point total for questions 1-10 is 150; the point total for questions 11-14 is 130.)

1. (6 points)

   a. Accident — Suddenly occurring, unintentional event that causes injury or property damage

   b. Safety — The condition of freedom from injury or risk

2. (18 points)

   a, c, d, f, g, h

3. (9 points)

   a. If you drop it, pick it up

   b. If you spill it, wipe it up

   c. Keep your mind on what you are doing

4. (18 points)

   a. Keep floors in good repair

   b. Use a step-stool or ladder to reach high objects

   c. Wear work shoes with nonslip soles

   d. Mop up spills immediately

   e. Keep corridors well lighted and free of trash or other objects

   f. Keep stairways well lighted, and use handrails

5. (18 points)

   b, d, e, g

ANSWERS TO TEST

6. (18 points)

    a. Use *dry* potholders to handle hot dishes and pans

    b. Do not use your apron or a towel as a hot pad

    c. Keep pot handles turned so that they will not be knocked off range top

    d. Avoid dropping wet foods into hot fat

    e. Lift lids from the far side first to allow steam to escape

    f. Stand to the side when opening steamers and ovens

7. (15 points)

    a. Handle electrical equipment with dry hands

    b. Report, repair, or replace frayed electrical cords, broken plugs, or other defective equipment

    c. Shut off switch and unplug equipment before cleaning

    d. Never put a knife or other metal utensil into an electric toaster

    e. Never use extension cords

8. (12 points)

    a. Get help in lifting heavy objects

    b. Use your leg muscles, not your back, when lifting boxes and other heavy objects

    c. Use a ladder or step-stool when reaching for objects in high places

    d. Use carts or dollies for moving heavy or bulky objects

    e. Never carry loads that prevent you from seeing where you are going

    f. Bend knees, not back, when putting down a heavy object

9. (15 points)

    b, d, e, g, h

10. (21 points)

    a, b, d, e, h, j, k

ANSWERS TO TEST

11. Evaluated to the satisfaction of the clinical instructor (35 points)

12. Evaluated to the satisfaction of the clinical instructor (35 points)

13. Evaluated to the satisfaction of the clinical instructor (35 points)

14. Performance skills evaluated to the satisfaction of the clinical instructor (25 points)

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to demonstrate appropriate receiving, food handling, and storage procedures used in his or her place of employment. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with receiving, food handling, and storage to their correct definitions.
2. Arrange in order steps for receiving food and supplies.
3. List common potentially hazardous foods.
4. Describe precautions for handling potentially hazardous foods.
5. Select from a list dry storage regulations.
6. Select from a list refrigerator and freezer storage regulations.
7. Discuss nonfood storage regulations.
8. Describe inventory control measures.
9. Recommend ways to improve the storage of potentially hazardous foods.
10. Recommend ways to improve receiving procedures.
11. Identify correct food storage practices.
12. Complete a record of refrigerator and freezer temperatures.

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order material to supplement unit--Filmstrip--35 mm, color. *Food Service: Receiving, Inspection, and Storage.* Available from Trainex Corporation, Box 116, Garden Grove, California 92642.

(NOTE: This film can be previewed for three weeks at no charge from Trainex Corporation.)

B. Make transparencies.

C. Provide students with objective sheet.

D. Provide students with information and assignment sheets.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

G. Develop appropriate learning activities for special needs students.

H. Visit an institution and examine its dry and refrigerated storage areas to determine if regulations are followed.

I. Visit large and small institutions to observe the differences and similarities in their receiving procedures.

J. Role play the correct method of receiving. Use a few food items and prepare a purchase order and delivery slip.

EXAMPLES: Receive fresh fruits; receive fresh vegetables; receive canned goods.

Role playing can be made more interesting by shorting the order, by delivering poor quality produce, or by delivering an item that does not meet the purchase order specifications.

EXAMPLES: Deliver overripe bananas; deliver tomato juice instead of tomato puree as specified on purchase order.

K. Show the difference in the number of bacterial colonies using a piece of fresh custard pie, a piece that has been refrigerated twenty-four hours, and one that has been held at room temperature twenty-four hours. Touch each piece of pie to an individual culture plate, as specified. Cover the plates and hold at room temperature for twenty-four hours. Culture plates can be obtained from most labs.

L. Give test.

M. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Transparency masters
    1. TM #1--Storage Shelving
    2. TM #2--Storage Pallet
    3. TM #3--Labeling Leftovers
- E. Clinical assignment sheets
    1. Clinical Assignment Sheet #1--Recommend Ways to Improve the Storage of Potentially Hazardous Foods
    2. Clinical Assignment Sheet #2--Recommend Ways to Improve Receiving Procedures
    3. Clinical Assignment Sheet #3--Identify Correct Food Storage Practices
    4. Clinical Assignment Sheet #4--Complete a Record of Refrigerator and Freezer Temperatures
- F. Answers to clinical assignment sheets
- G. Test
- H. Answers to test

III. Unit references

- A. West, B. B., et al. *Food Service in Institutions,* 5th ed. New York: John Wiley and Sons, Inc., 1977.
- B. *Food Service Manual for Health Care Institutions,* 4th ed., Chicago, Illinois: American Hospital Association, 1981.
- C. Truitt, Debbie. *Food and Nutrition.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Danger zone--Temperatures between 40°F and 140°F; bacteria multiply most rapidly in this range; food should not be in this temperature zone except for preparation

B. Dry storage--Storage area for canned goods, staples, paper goods, or cleaning supplies

C. First-in-first-out (FIFO) policy--Rule requiring that food received first should be used first

D. Invoice--List of food and/or supplies and prices brought by delivery person

E. Potentially hazardous food--Perishable food that can support quick growth of harmful bacteria

F. Purchase order--Request to order food and/or supplies; contains specifications, unit, and quantity needed

G. Time-temperature control--Regulation of food storage and handling in the danger zone

II. Steps for receiving food and supplies (Clinical Assignment Sheet #2)

A. Check perishable foods first

B. Check foods received against the purchase order

C. Check quantity and quality before accepting delivery

EXAMPLES:

QUANTITY	QUALITY
Size	Degree of ripeness
Count per container	Free from damage
Weight	No spoilage
	No infestation

D. Check arithmetic of invoice

E. Sign invoice

INFORMATION SHEET

F. Retain duplicate of invoice

G. Give duplicate invoice to appropriate person

H. Date all food before storing

I. Transfer food and supplies to appropriate storage areas, perishable foods first

(NOTE: In large institutions, portions of the receiving procedure may be done by a central purchasing department.)

III. Common potentially hazardous foods

A. Milk and milk products

B. Eggs

C. Meat

D. Poultry

E. Fish or shellfish

IV. Precautions for handling potentially hazardous foods (Clinical Assignment Sheet #1)

A. Thawing--Food should be thawed quickly and in a cooler, not at room temperature

B. Advance preparation--Food should be at room temperature only while actually preparing the food

EXAMPLE: After trimming the fat from a roast, immediately place the roast in the refrigerator.

C. Preparation--Food should be at room temperature only while actually preparing the food

EXAMPLE: Only a small amount of chicken salad should be taken from the refrigerator when preparing sandwiches.

D. Holding--Hot food should be kept at 140°F or above; cold food should be kept at 40°F or below

(NOTE: A food thermometer can be used to check internal temperatures of food.)

E. Serving--Hot food should be served from a steam table or chafing dish that holds the food at 140°F or above; cold food should be served from a refrigerated unit or placed over ice and maintained at 40°F or below

INFORMATION SHEET

F. Leftovers

1. Cool as quickly as possible

   EXAMPLES: Place in shallow containers; place containers on perforated shelves; place containers 4 inches apart and 2 inches from walls for good air flow to cool food quickly.

2. Reheat hot food quickly and thoroughly to an internal temperature of at least 165°F

V. Dry storage regulations (Clinical Assignment Sheet #3)

A. Store food off of floors (Tranparency #1 and #2)

   EXAMPLES: Pallets or shelves

B. Remove food from shipping cases when possible, but keep food covered

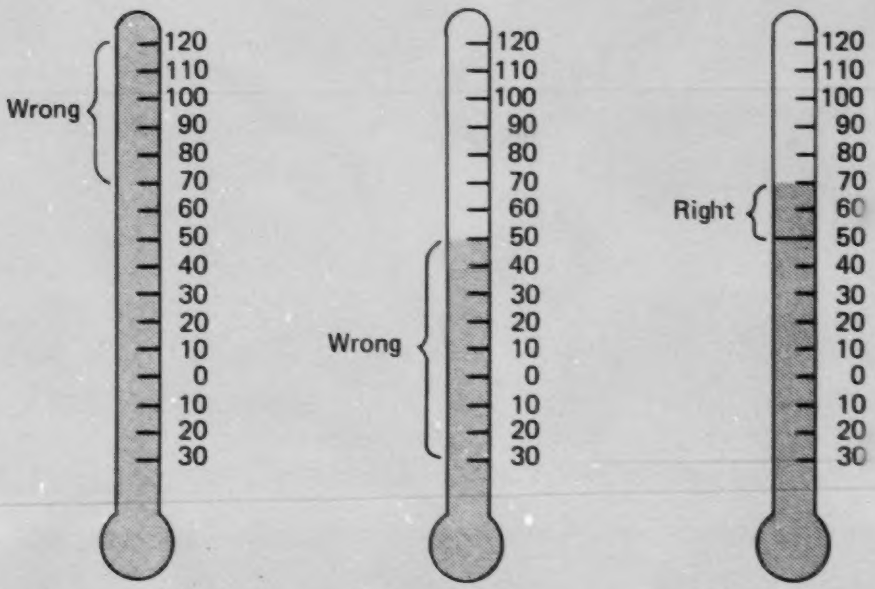
C. Store foods with the label facing toward the front (Transparency #3)

D. Store foods at least 2 inches from wall to allow proper air circulation

E. Store foods at least 8 inches below ceiling to allow proper air circulation

F. Notify supervisor if the storeroom temperature is not between 50°F and 70°F (Figure 1)

FIGURE 1



INFORMATION SHEET

F. Report abnormal cans to supervisor

EXAMPLES: Bulging, rusting, leaking

G. Keep storeroom floors clean and dry

H. Use FIFO policy

I. Dispose of food of questionable quality

(NOTE: A rule of thumb: "When in doubt, throw it out"; do not taste it.)

J. Notify supervisor if signs of rodents or insects appear in storeroom

VI. Refrigerator and freezer storage regulations (Clinical Assignment Sheets #3 and #4)

A. Store food in covered containers

B. Keep food on shelves or racks provided, never on floor

C. Leave 4 inches for air circulation between pans that contain cooked foods

(NOTE: Do not cover refrigerator shelves with aluminum foil.)

D. Store raw meats or thawing foods in separate area or on bottom rack

E. Label and date all foods (Transparency #3)

EXAMPLE: Diet applesauce 10/21

(NOTE: Abbreviations may be used if they are easily understood.)

F. Store leftover foods in refrigerator for no more than twenty-four hours

G. Check temperatures of refrigerator boxes daily; each should be equipped with an accessible thermometer

H. Report to supervisor refrigerator temperatures that are not in a range of 31°F to 45°F and freezer temperatures warmer than 0°F

I. Use FIFO policy

VII. Nonfood storage regulations

A. Store nonfoods in separate area from food supply and foodstuffs

EXAMPLES: Poisons, toxic agents, cleaning supplies, delime products, soaps, stainless steel cleaners

B. Use nonfood items cautiously

C. Use nonfood items when preparation and serving areas are not in use

INFORMATION SHEET

   D. Use nonfood items only with the approval of supervisor

   E. Keep nonfood items *labeled*

   F. Keep nonfood items *tightly* sealed

VIII. Inventory control measures

   A. Store food immediately after it has been received

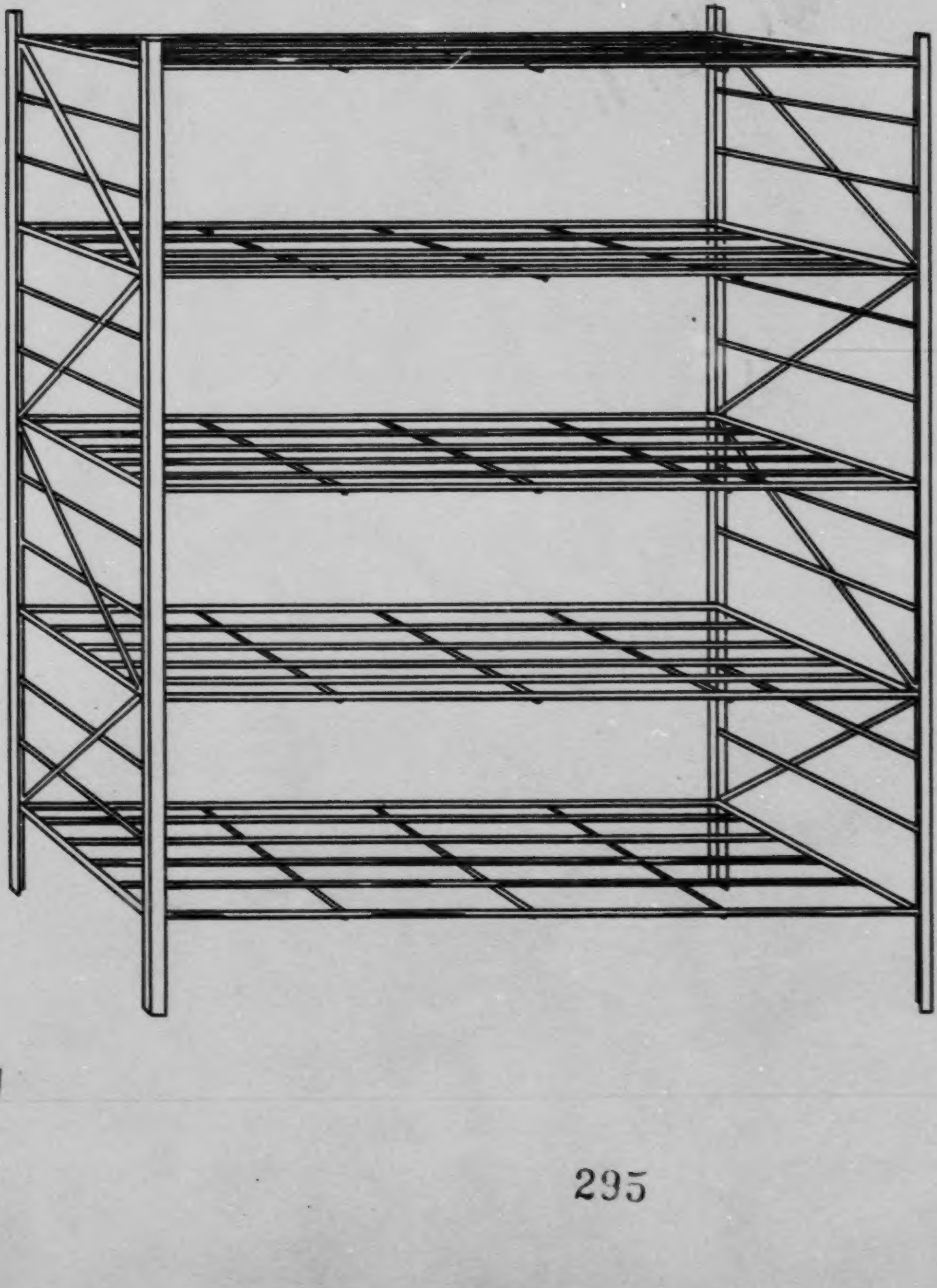
   B. Check refrigerators daily, so that leftovers can be incorporated into the menu without delay

   C. Limit access to storeroom to one or two people

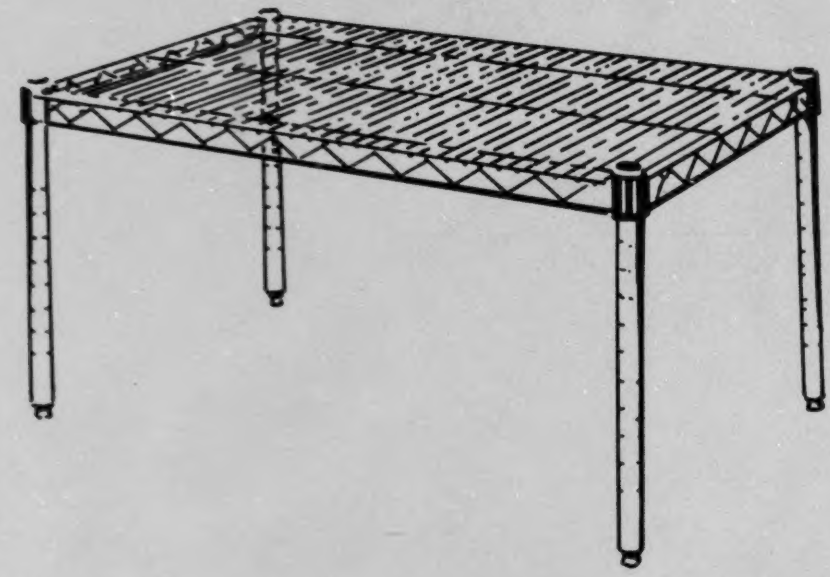
   D. Requisition supplies from storeroom at times determined by supervisor

   E. Lock all storage areas, including refrigerators and freezers, at night and at other times when facility is closed

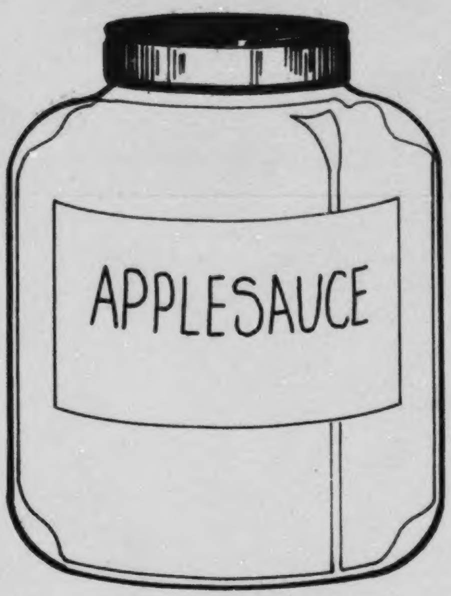
Storage Shelving



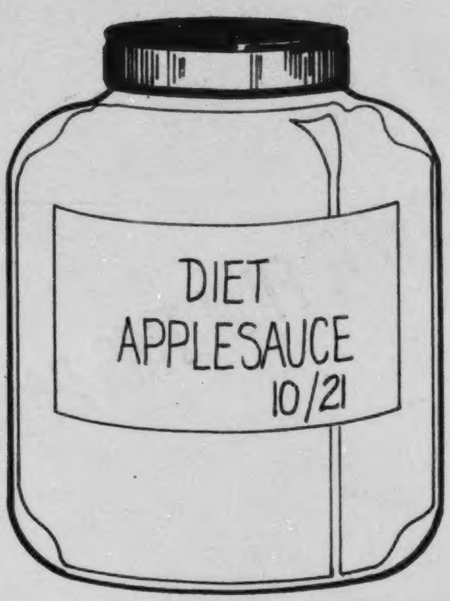
Storage Pallet



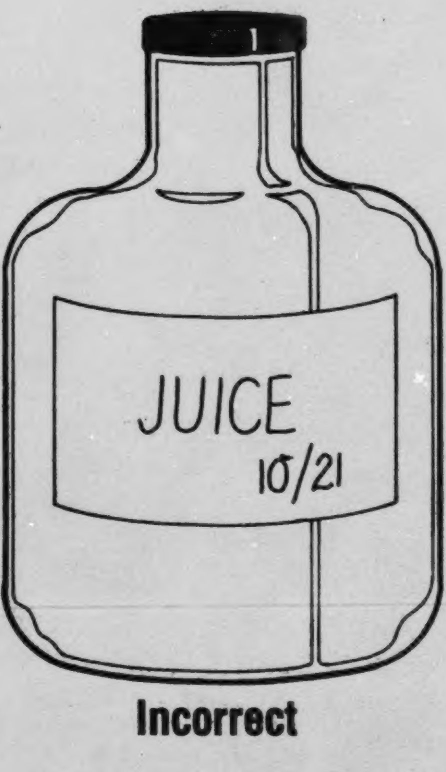
Labeling Leftovers


APPLESAUCE

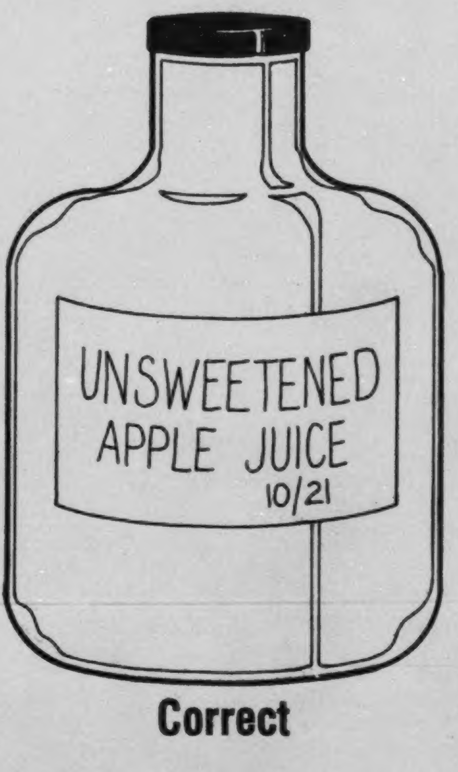
Incorrect


DIET
APPLESAUCE
10/21

Correct



Incorrect


UNSWEETENED
APPLE JUICE
10/21

Correct

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

CLINICAL ASSIGNMENT SHEET #1--RECOMMEND WAYS TO IMPROVE THE STORAGE OF POTENTIALLY HAZARDOUS FOODS

NAME ________________________ SCORE ____________

Many recipes are prepared with potentially hazardous foods. Observe storage in your department and answer the questions below to evaluate how these foods are handled. Write your answers in the spaces provided.

A. List names of three recipes made with potentially hazardous foods.

1. ____________________
2. ____________________
3. ____________________

B. Which of these foods did you observe being stored properly? ____________

____

____

____

C. Which of these foods did you observe being stored improperly? ____________

____

____

____

D. Are these foods held at temperatures not in the danger zone? ____________

E. Are leftovers cooled as quickly as possible? ____________

F. How would you improve the storage of potentially hazardous foods in your department's kitchen?

____

____

____

____

____

____

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

CLINICAL ASSIGNMENT SHEET #2--RECOMMEND WAYS TO IMPROVE RECEIVING PROCEDURES

NAME ______________________ SCORE __________

Each institution has a different procedure and person responsible for receiving food and supplies; however, the basic steps should always be included. Write the procedure for receiving food and supplies in your institution and answer the following questions. This assignment may be completed by referring to your institution's policy and procedure manual and/or by interviewing your supervisor. Write your answers in the spaces provided.

A. Describe the receiving procedure in your institution--______________________

B. Where are food and supplies received? ______________________

C. Who receives the food and supplies? ______________________

D. Where are invoices deposited? ______________________

E. How could the receiving procedure in your institution be improved? ______________________

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

CLINICAL ASSIGNMENT SHEET #3--IDENTIFY CORRECT FOOD STORAGE PRACTICES

NAME ______________________________ SCORE ____________________

To assure the quality of food from time of receipt to service and/or storage of leftovers to service, storage areas should be managed by the regulations outlined in the information sheet. Check "correct" or "incorrect" in the spaces provided on the following chart. For each item you check as "incorrect", make recommendations for improvements in the space provided.

PART I

Examine the dry storage area at your institution, and complete the following checklist.

REGULATION	CORRECT	INCORRECT	RECOMMENDATIONS
Food stored off floor			
Food covered			
Foods stored with label facing toward front			
No abnormal cans			
Floors clean and dry			
Food labeled with date of delivery			
Stock rotated			

CLINICAL ASSIGNMENT SHEET #3

REGULATION	CORRECT	INCORRECT	RECOMMENDATIONS
FIFO policy apparent			
No signs of rodents or insects			
Shelves at least 2 inches from wall			
Storeroom in proper temperature range			
Nonfood items stored separately from food			

PART II

Examine the refrigerator and freezer areas at your institution, and complete the following checklist.

REGULATION	CORRECT	INCORRECT	RECOMMENDATIONS
Food stored in covered containers			
Food stored off of floor			
Cooked foods spaced to allow proper air circulation			
Raw meats or thawing foods stored in separate area or on bottom rack			
Foods labeled and dated			

CLINICAL ASSIGNMENT SHEET #3

REGULATION	CORRECT	INCORRECT	RECOMMENDATIONS
No leftovers held longer than twenty-four hours			
Thermometer working and accessible			
Refrigerator temperature between 31°F and 45°F			
Freezer temperature 0°F or below			
Temperatures checked and/or recorded daily			
FIFO policy apparent			

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

CLINICAL ASSIGNMENT SHEET #4--COMPLETE A RECORD OF REFRIGERATOR AND FREEZER TEMPERATURES

NAME ______________________________ SCORE ______________

Record and evaluate dietary department refrigerator and freezer temperatures.

PART I

Check and record temperatures twice a day for five days--once when you come on duty in the department and again when you go off duty for the day. Write on the following chart the temperatures you observe.

REFRIGERATOR OR FREEZER	**TEMPERATURE RECORD**				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
REFRIGERATORS Refrigerator No. 1					
On duty					
Off duty					
Refrigerator No. 2					
On duty					
Off duty					
Walk-in refrigerator					
On duty					
Off duty					
FREEZERS Freezer No. 1					
On duty					
Off duty					
Walk-in freezer					
On duty					
Off duty					

CLINICAL ASSIGNMENT SHEET #4

PART II

Evaluate the temperatures recorded on the chart by answering the following questions. Write your answers in the spaces provided.

A. What should refrigerator temperature be? ____________________

B. What should freezer temperature be? ____________________

C. How many times was the refrigerator temperature correct when recorded? ________

D. How many times was the freezer temperature correct when recorded? ________

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #3--Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #4--Evaluated to the satisfaction of the clinical instructor

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

TEST

NAME ____ SCORE ____________

1. Match terms associated with receiving, food handling, and storage to their correct definitions. Write the correct numbers in the blanks.

______ a. List of food and/or supplies and prices brought by delivery person

______ b. Regulation of food storage and handling in the danger zone

______ c. Rule requiring that food received first should be used first

______ d. Request to order food and/or supplies; contains specifications, unit, and quantity needed

______ e. Storage area for canned goods, staples, paper goods, or cleaning supplies

______ f. Perishable food that can support quick growth of harmful bacteria

______ g. Temperatures between 40°F and 140°F; bacteria multiply most rapidly in this range; food should not be in this temperature zone except for preparation

1. Danger zone
2. Time-temperature control
3. Dry storage
4. Potentially hazardous food
5. First-in-first-out (FIFO) policy
6. Invoice
7. Purchase order

2. Arrange in order steps for receiving food and supplies. Write a "1" before the first step, a "2" before the second step, and so on.

______ a. Check arithmetic of invoice

______ b. Check quantity and quality before accepting delivery

______ c. Sign invoice

______ d. Check perishable foods first

______ e. Check foods received against the purchase order

______ f. Transfer food and supplies to appropriate storage areas, perishable foods first

______ g. Retain duplicate of invoice

______ h. Give duplicate invoice to appropriate person

______ i. Date all food before storing

TEST

3. List three common potentially hazardous foods.

a. ______________________________

b. ______________________________

c. ______________________________

4. Describe three precautions for handling potentially hazardous foods.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

5. Select from the following list dry storage regulations. Write an "X" in the blank before each correct answer.

_____a. Store food on floor

_____b. Remove food from shipping cases when possible, but keep food covered

_____c. Remove label before placing food in storage area

_____d. Report abnormal cans to supervisor

_____e. Keep storeroom floors clean and dry

_____f. Use FIFO policy

_____g. Use food as soon as possible, if in doubt as to the quality of the product

_____h. Store foods at least 8 inches from the wall to allow proper air circulation

_____i. Store foods at least 8 inches below ceiling to allow proper air circulation

_____j. Notify supervisor if the storeroom temperature is not between 50°F and 70°F

TEST

6. Select from the following list refrigerator and freezer storage regulations. Write an "X" in the blank before each correct answer.

   _____a. Store food in covered containers

   _____b. Keep food on floor

   _____c. Store pans closely together

   _____d. Store raw meats or thawing foods in separate area or on bottom rack

   _____e. Label and date all foods

   _____f. Store leftover foods in refrigerator for a minimum of twenty-four days

   _____g. Check temperatures of refrigerator boxes weekly

   _____h. Use FIFO policy only on milk and eggs

7. Discuss nonfood storage regulations.

   ____

   ____

   ____

   ____

   ____

8. Describe three inventory control measures.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

(NOTE: Test questions 9-12 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Recommend ways to improve the storage of potentially hazardous foods.

10. Recommend ways to improve receiving procedures.

11. Identify correct food storage practices.

12. Complete a record of refrigerator and freezer temperatures.

RECEIVING, FOOD HANDLING, AND STORAGE
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points desinated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 271. The point total for questions 1-8 is 116. The point total for questions 9-12 is 155.)

1. (14 points)

   a. 6
   b. 2
   c. 5
   d. 7
   e. 3
   f. 4
   g. 1

2. (18 points)

   a. 4
   b. 3
   c. 5
   d. 1
   e. 2
   f. 9
   g. 6
   h. 7
   i. 8

3. (3 points)

   Answer should include any three of the following

   a. Milk and milk products
   b. Eggs
   c. Meat
   d. Poultry
   e. Fish or shellfish

4. (15 points)

   Description should include any three of the following

   a. Thawing--Food should be thawed quickly and in a cooler, not at room temperature

ANSWERS TO TEST

b. Advance preparation--Food should be at room temperature only while actually preparing the food

c. Preparation--Food should be at room temperature only while actually preparing the food

d. Holding--Hot food should be kept at 140°F or above; cold food should be kept at 40°F or below

e. Serving--Hot food should be served from a steam table or chafing dish that holds the food at 140°F or above; cold food should be served from a refrigerated unit or placed over ice and maintained at 40°F or below

f. Leftovers

   1) Cool as quickly as possible

   2) Reheat hot food quickly and thoroughly to an internal temperature of at least 165°F

5. (20 points)

   b, d, e, f, i, j

6. (16 points)

   a, d, e

7. (18 points)

   Discussion should include the following

   a. Store nonfoods in separate room from food supply and foodstuffs

   b. Use nonfood items cautiously

   c. Use nonfood items when preparation and serving areas are not in use

   d. Use nonfood items only with the approval of supervisor

   e. Keep nonfood items *labeled*

   f. Keep nonfood items *tightly* sealed

ANSWERS TO TEST

8. (12 points)

Description should include any three of the following

a. Store food immediately after it has been received

b. Check refrigerators daily, so leftovers can be incorporated into the menu without delay

c. Limit access to storeroom to one or two people

d. Requisition supplies from storeroom at times determined by supervisor

e. Lock all storage areas, including refrigerators and freezers, at night and at other times when facility is closed

9. Evaluated to the satisfaction of the clinical instructor (30 points)

10. Evaluated to the satisfaction of the clinical instructor (25 points)

11. Evaluated to the satisfaction of the clinical instructor (50 points)

12. Evaluated to the satisfaction of the clinical instructor (50 points)

EQUIPMENT
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to operate and clean food service equipment frequently used by the food service worker. This knowledge will be shown by completing job sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with food service equipment to their correct definitions.
2. Identify small utensils.
3. Match small utensils to their uses.
4. Discuss the care of small utensils.
5. Identify food service equipment.
6. Select from a list general rules for operating food service equipment.
7. Demonstrate the ability to
    a. Operate a portion scale.
    b. Operate a platform scale.
    c. Operate baker's scales.
    d. Clean baker's scales.
    e. Use a utility cart.
    f. Clean a utility cart.
    g. Clean can openers.
    h. Operate a blender.
    i. Clean a blender.
    j. Clean an instant-iced-tea machine.
    k. Operate coffee equipment.
    l. Clean coffee urn.

OBJECTIVE SHEET

m. Clean a portable beverage container.

n. Operate a rotary toaster.

o. Clean a rotary toaster.

p. Operate a microwave oven.

q. Clean a microwave oven.

r. Operate a steam table.

s. Clean a steam table.

t. Clean a milk dispenser.

u. Clean a refrigerator.

v. Clean a food warmer.

w. Use a food transport cart.

x. Clean a food transport cart.

EQUIPMENT
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and job sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information sheet.

   E. Demonstrate and discuss procedures outlined in job sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Have students visit an institution and observe operation of equipment.

   H. Consult manufacturers' directions on use and care of equipment for adaptability of job sheets.

   I. Discuss the equipment used in each student's place of work.

   J. Arrange for an equipment company representative to demonstrate in the classroom some utensils or small pieces of equipment.

   K. Arrange a field trip to an equipment company to see additional and different brands of equipment.

   L. Make flash cards to aid students in identifying various pieces of equipment.

   M. Use Information Sheet Sections II and III together when teaching this unit so that students will associate the small utensils with their uses.

   N. Give test.

   O. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Clinical job sheets

      1. Clinical Job Sheet #1--Operate a Portion Scale

SUGGESTED ACTIVITIES

2. Clinical Job Sheet #2--Operate a Platform Scale
3. Clinical Job Sheet #3--Operate Baker's Scales
4. Clinical Job Sheet #4--Clean Baker's Scales
5. Clinical Job Sheet #5--Use a Utility Cart
6. Clinical Job Sheet #6--Clean a Utility Cart
7. Clinical Job Sheet #7--Clean Can Openers
8. Clinical Job Sheet #8--Operate a Blender
9. Clinical Job Sheet #9--Clean a Blender
10. Clinical Job Sheet #10--Clean an Instant-Iced-Tea Machine
11. Clinical Job Sheet #11--Operate Coffee Equipment
12. Clinical Job Sheet #12--Clean Coffee Urn
13. Clinical Job Sheet #13--Clean a Portable Beverage Container
14. Clinical Job Sheet #14--Operate a Rotary Toaster
15. Clinical Job Sheet #15--Clean a Rotary Toaster
16. Clinical Job Sheet #16--Operate a Microwave Oven
17. Clinical Job Sheet #17--Clean a Microwave Oven
18. Clinical Job Sheet #18--Operate a Steam Table
19. Clinical Job Sheet #19--Clean a Steam Table
20. Clinical Job Sheet #20--Clean a Milk Dispenser
21. Clinical Job Sheet #21--Clean a Refrigerator
22. Clinical Job Sheet #22--Clean a Food Warmer
23. Clinical Job Sheet #23--Use a Food Transport Cart
24. Clinical Job Sheet #24--Clean a Food Transport Cart

E. Test

F. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Grimes, Vici, and Gerald Chesser. *Food Service: Production and Service*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Mid-America Vocational Curriculum Consortium, 1977.

B. Mahaffey, Mary J., et al. *Food Service Manual for Health Care Institutions*, 4th ed. Chicago: American Hospital Association, 1981.

EQUIPMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Food service equipment--Machinery, appliances, equipment, or supplies used in storing, preparing, or serving food in commercial establishments

B. Portion control--Standardized serving

(NOTE: Standardized servings create customer satisfaction and help control costs.)

C. Operating procedures--Guidelines for correct, safe use of equipment

D. Manufacturer's directions--Guidelines for the use, care, and/or installation of equipment

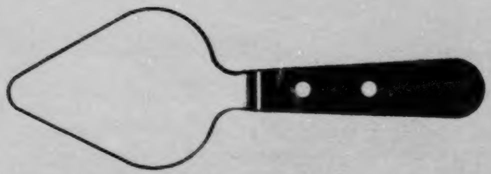
E. Utensils--Instruments used in a kitchen

II. Small utensils

A. Spatulas (Figures 1-7)

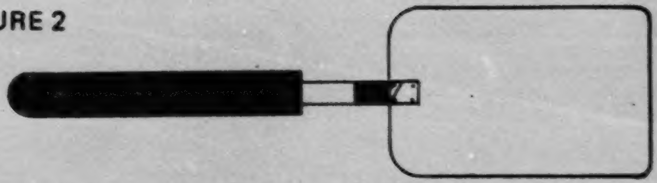
1. Pie or cake

FIGURE 1



2. Hotcake or meat

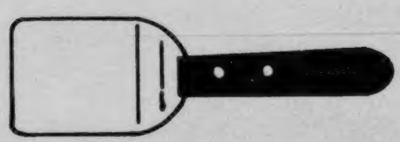
FIGURE 2



INFORMATION SHEET

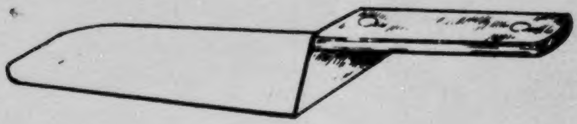
3. Gelatin or cake

FIGURE 3



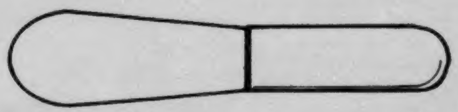
4. Offset

FIGURE 4



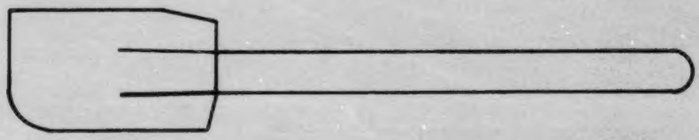
5. Sandwich

FIGURE 5



6. Rubber

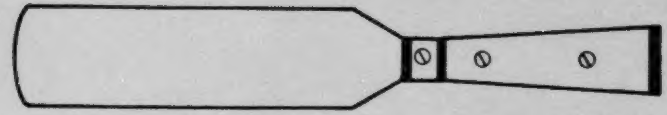
FIGURE 6



INFORMATION SHEET

7. Flat

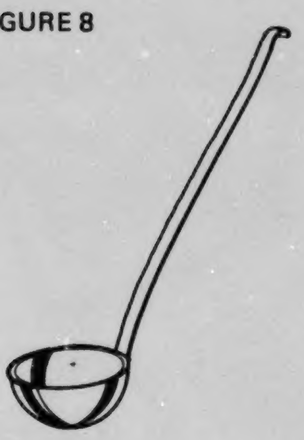
FIGURE 7



B. Ladles (Figures 8 and 9)

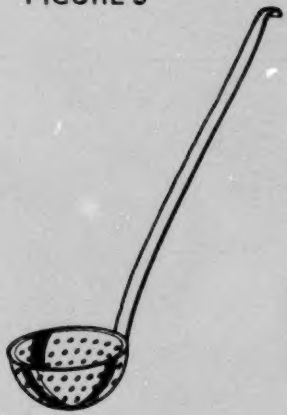
1. Solid

FIGURE 8



2. Perforated

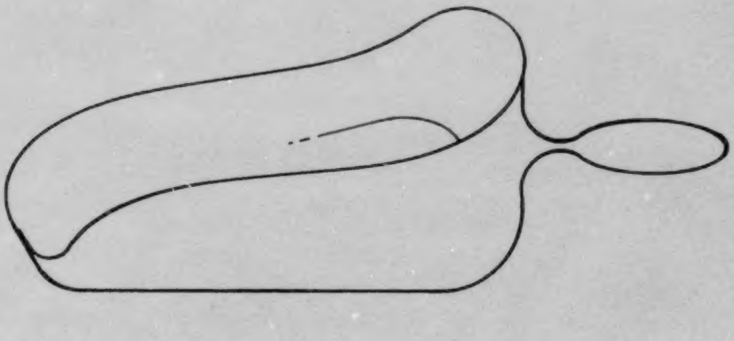
FIGURE 9



C. Scoops (Figures 10 and 11)

1. Bulk

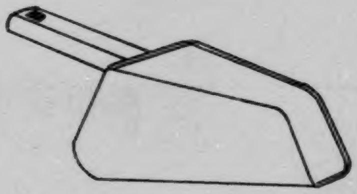
FIGURE 10



INFORMATION SHEET

2. Ice

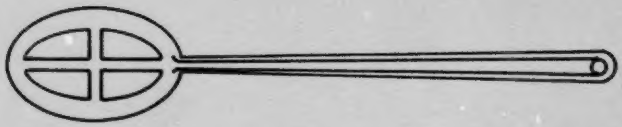
FIGURE 11



D. Spoons (Figures 12-14)

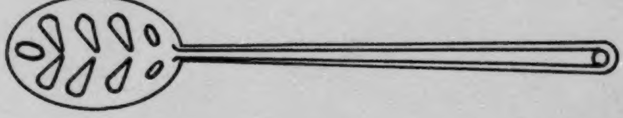
1. Slotted

FIGURE 12



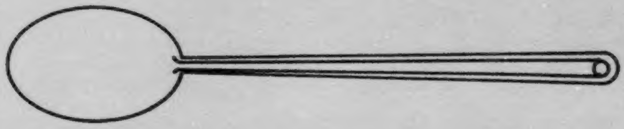
2. Pierced

FIGURE 13



3. Solid

FIGURE 14

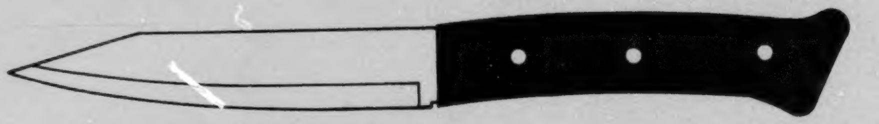


INFORMATION SHEET

E. Knives (Figures 15-17)

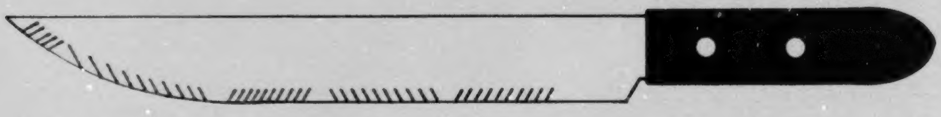
1. Paring

FIGURE 15



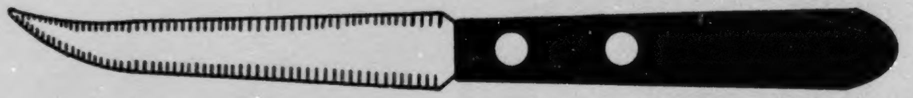
2. Bread

FIGURE 16



3. Grapefruit

FIGURE 17



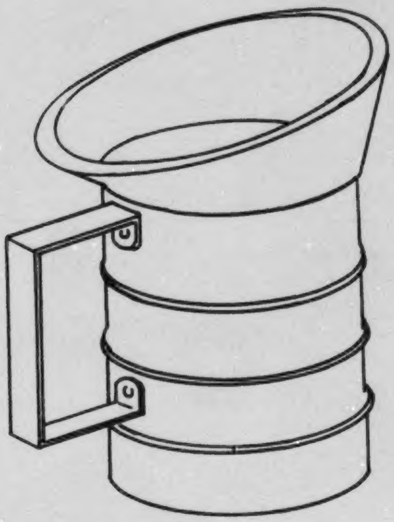
INFORMATION SHEET

F. Measuring utensils (Figures 18-22)

1. Liquid measure

EXAMPLES: Cup, pint, quart, gallon

FIGURE 18



2. Dry measure

(NOTE: Dry measures are available in fractional cup sets or one-cup to four-cup sizes. Unlike liquid measures, the top is flat so that ingredients can be leveled for accurate measuring.)

FIGURE 19

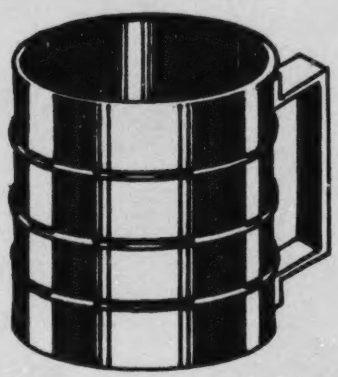
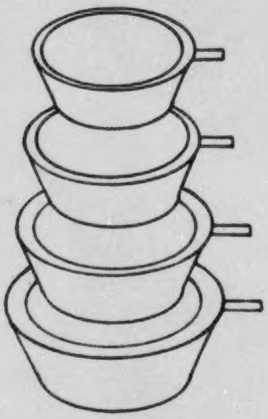


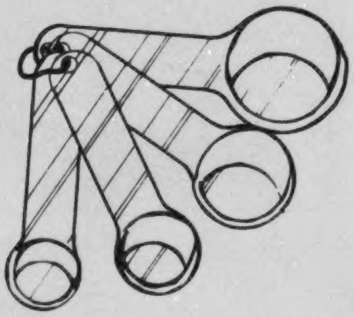
FIGURE 20



INFORMATION SHEET

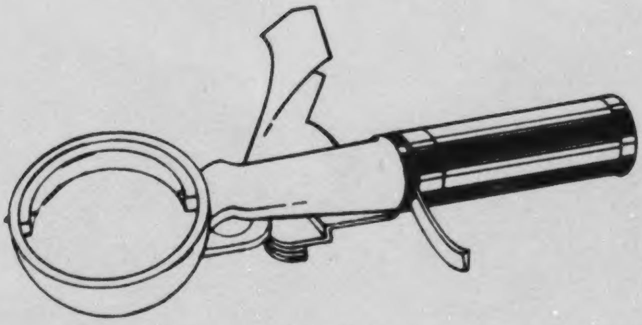
3. Measuring spoons

FIGURE 21



4. Dipper

FIGURE 22



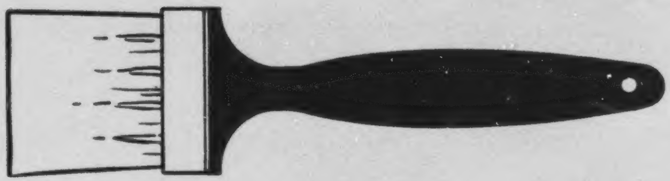
INFORMATION SHEET

G. Other small utensils (Figures 23-27)

1. Pastry brush

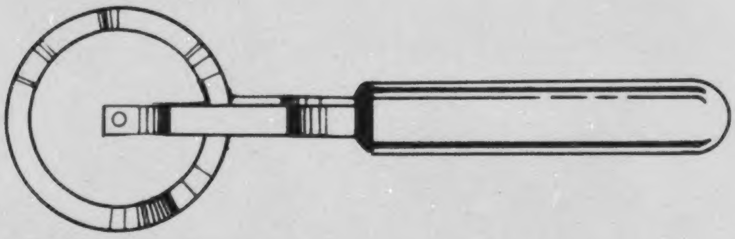
(NOTE: Pastry brushes are available in various sizes.)

FIGURE 23



2. Pastry wheel

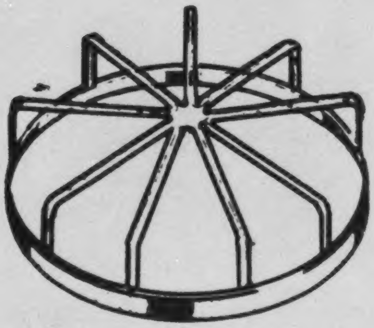
FIGURE 24



3. Pie or cake marker

(NOTE: Markers are available in various sizes.)

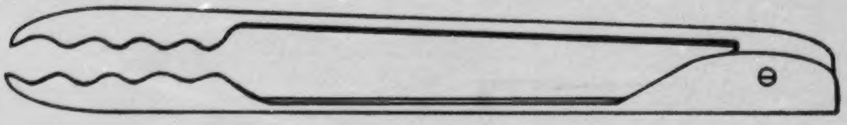
FIGURE 25



INFORMATION SHEET

4. Tongs

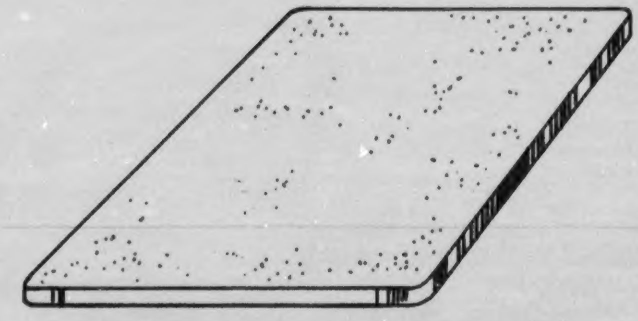
FIGURE 26



5. Cutting board

(NOTE: Cutting boards should be laminated, hard rubber, or plastic. These types of cutting boards are more sanitary than wooden ones, and they are not damaged by water.)

FIGURE 27



III. Uses of small utensils

A. Spatulas

1. Pie or cake--Serving pies or cakes

2. Hotcake or meat--Turning foods

3. Gelatin or cake--Serving gelatin, cake, or other foods served in squares

4. Offset--Mixing, spreading, or scraping

EXAMPLES: Mixing a large skillet of scrambled eggs; keeping eggs scraped off bottom of pan to avoid burning

INFORMATION SHEET

5. Sandwich--Spreading meat, salad, or dressing on bread

6. Rubber--Removing food from cans and bowls

7. Flat--Icing cakes

B. Ladles

1. Solid--Dipping and serving liquids

   (NOTE: Ladles are available in portion sizes. The size is listed on the handle.)

   EXAMPLES: Serving soup, broth, cream-style corn

2. Perforated--Draining liquids from solids

C. Scoops

1. Bulk--Dipping large portions of dry foods or ice

2. Ice--Filling glasses with ice or dipping small portions of dry food

D. Spoons

1. Slotted--Draining juice from and serving large cut vegetables

2. Pierced--Draining juice from and serving small cut vegetables

3. Solid--Folding, stirring, and serving

E. Knives

1. Paring--Trimming and cutting fruits and vegetables

2. Bread--Slicing bread

3. Grapefruit--Sectioning grapefruit and cutting the fruit away from rind

F. Measuring utensils

1. Liquid measure--Measuring liquids by cup, pint, quart, or gallon

2. Dry measure--Measuring dry ingredients by cup or fraction of a cup

3. Measuring spoons--Measuring small amounts of food by tablespoon, teaspoon, or fraction of teaspoon

INFORMATION SHEET

4. Dipper--Portioning foods

   EXAMPLES: Dipping ice cream, mashed potatoes, or scrambled eggs

G. Other small utensils

1. Pastry brush--Brushing on liquids

   EXAMPLE: Spreading melted butter on bread

2. Pastry wheel--Cutting all types of flat dough

   EXAMPLE: Cutting pizza

3. Pie or cake marker--Marking pies or cakes for portion control of slices

4. Tongs--Picking up and serving foods

5. Cutting board--Providing a surface to place foods on when cutting, chopping, or dicing

   (CAUTION: For prepared foods, do not use a cutting board that has had raw meats cut on it. This could cause contamination of the prepared foods.)

IV. Care of small utensils

(NOTE: Small utensils must be carefully used, stored, and maintained to prolong their service. Food service equipment is very expensive. It has been estimated that it costs over $1000 per patient bed or customer seat to furnish equipment to a commercial food service establishment.)

A. Use--Use equipment properly and for its intended purpose only

EXAMPLE: Knives should be used for cutting food, not opening cans

B. Storage

1. Store equipment in proper place

   EXAMPLES: Overhead rack, drawer, shelf

   (CAUTION: Always store knives so that they can be easily seen.)

2. Store equipment bottom side up

   (NOTE: This position prevents dust from getting inside the equipment.)

C. Maintenance

1. Keep equipment clean

INFORMATION SHEET

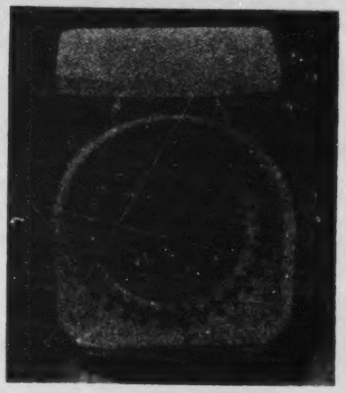
2. Lubricate equipment when necessary

3. Report broken or damaged equipment to supervisor

V. Food service equipment (Figures 28-48; Clinical Job Sheets #1-#24)

A. Portion scale

FIGURE 28



INFORMATION SHEET

B. Platform scale

FIGURE 29

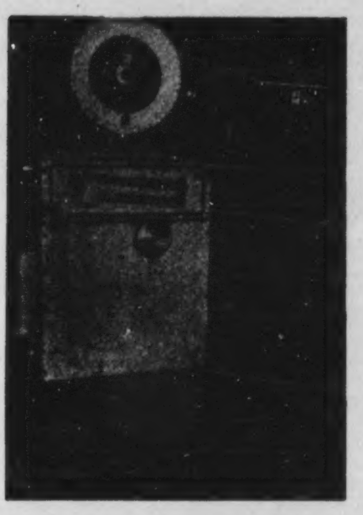
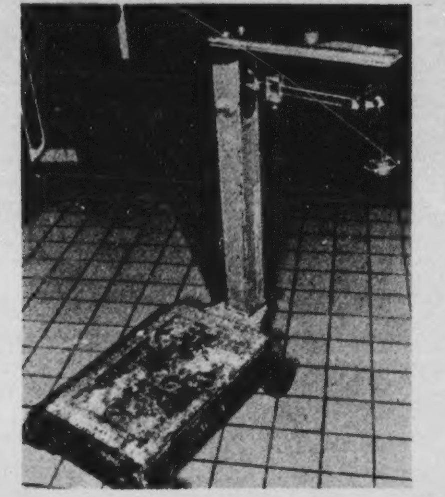
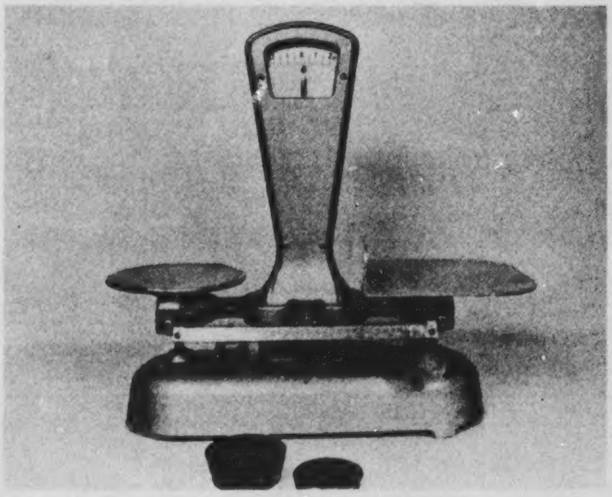


FIGURE 30



C. Baker's scales

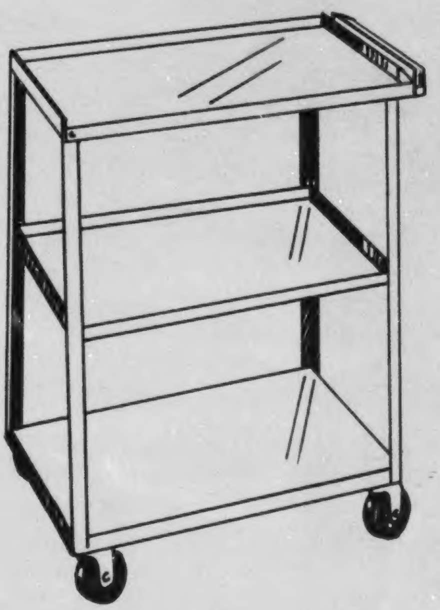
FIGURE 31



INFORMATION SHEET

D. Utility cart

FIGURE 32



E. Can opener

FIGURE 33

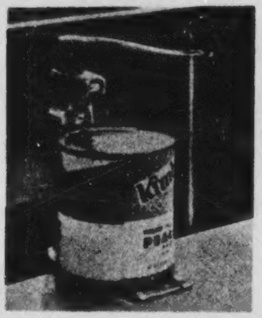
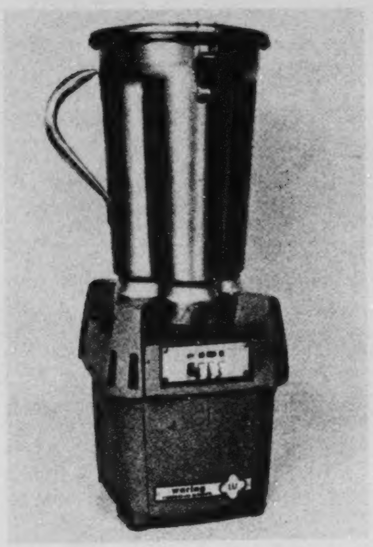


FIGURE 34

INFORMATION SHEET

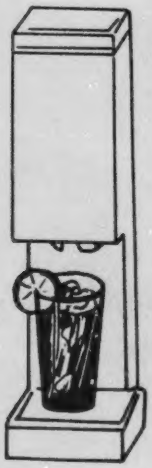
F. Blender

FIGURE 35



G. Instant-iced-tea machine

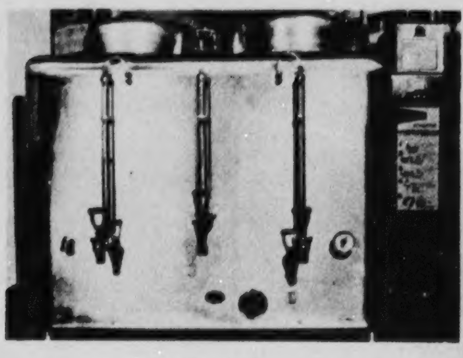
FIGURE 36



INFORMATION SHEET

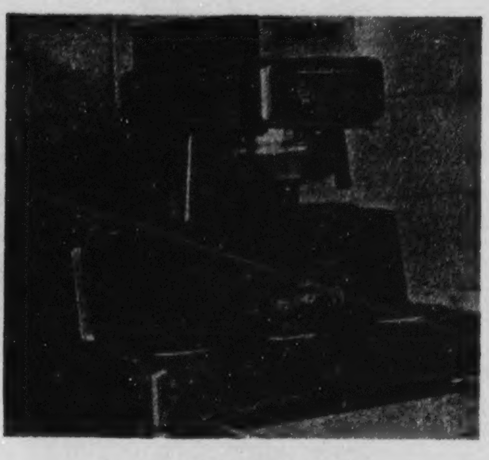
H. Coffee equipment

FIGURE 37



Coffee Urn

FIGURE 38



Coffee Maker

I. Portable beverage container

FIGURE 39

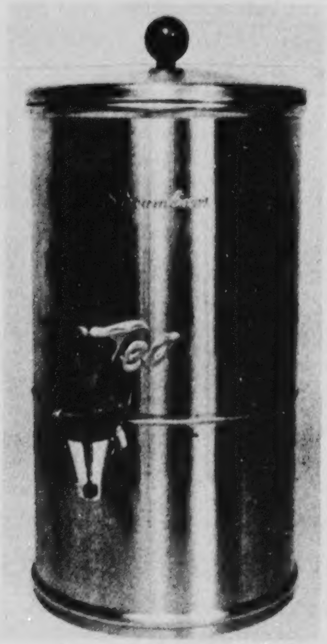
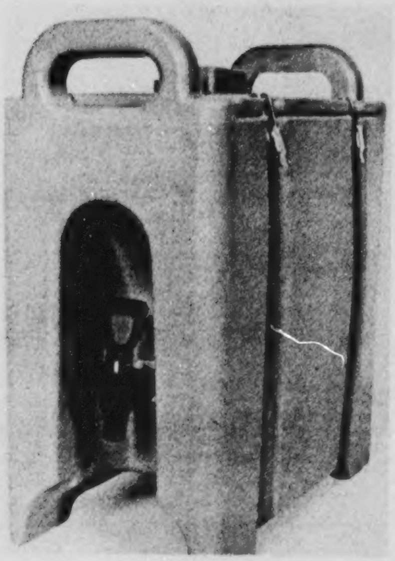


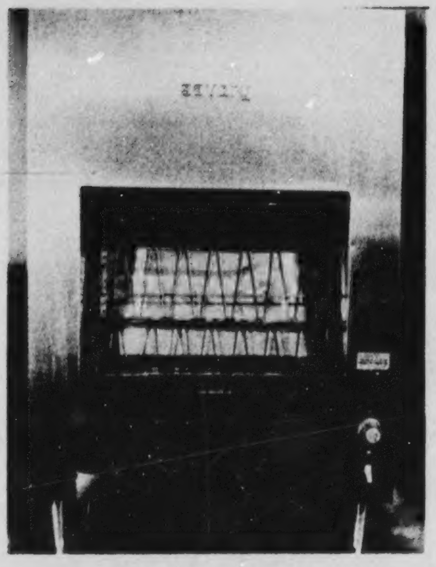
FIGURE 40



INFORMATION SHEET

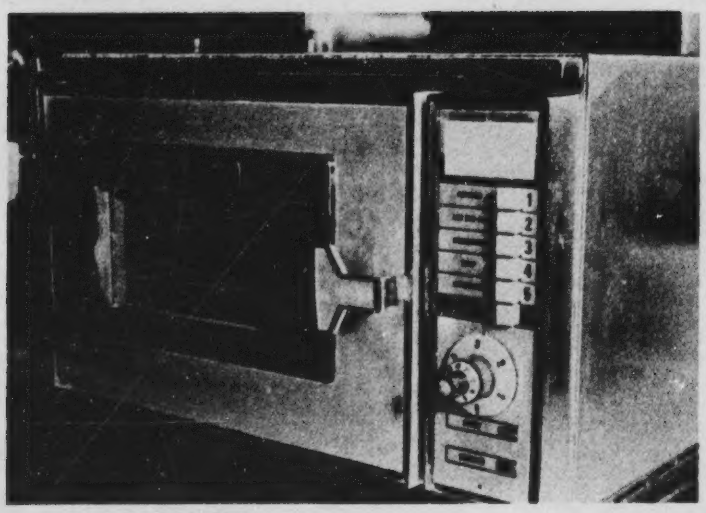
J. Rotary toaster

FIGURE 41



K. Microwave oven

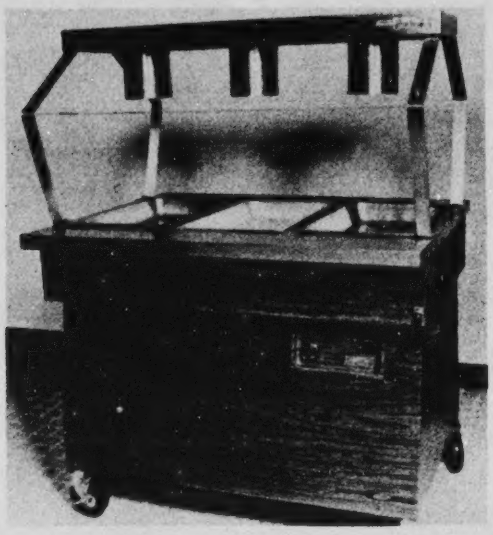
FIGURE 42



INFORMATION SHEET

L. Steam table

FIGURE 43



(NOTE: Some steam tables are stationary. Others are mobile with wheels that lock when steam table has been placed in the desired location.)

M. Milk dispenser

FIGURE 44

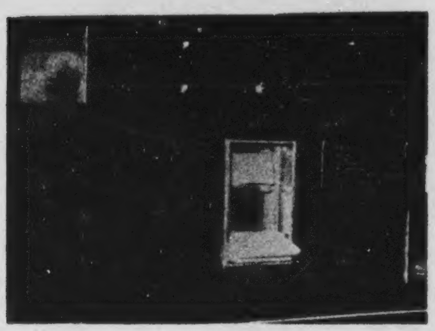
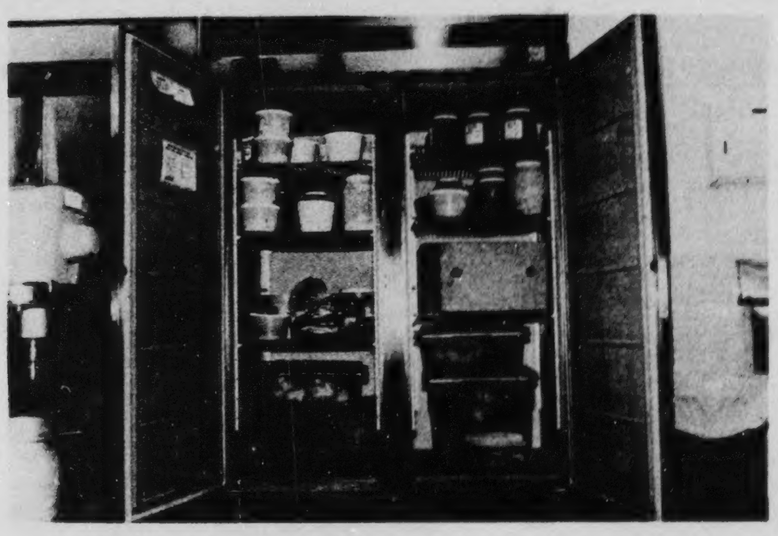


FIGURE 45

INFORMATION SHEET

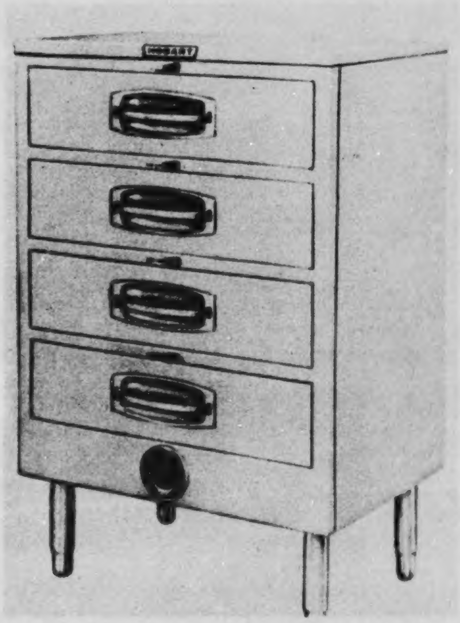
N. Refrigerator

FIGURE 46



O. Food warmer

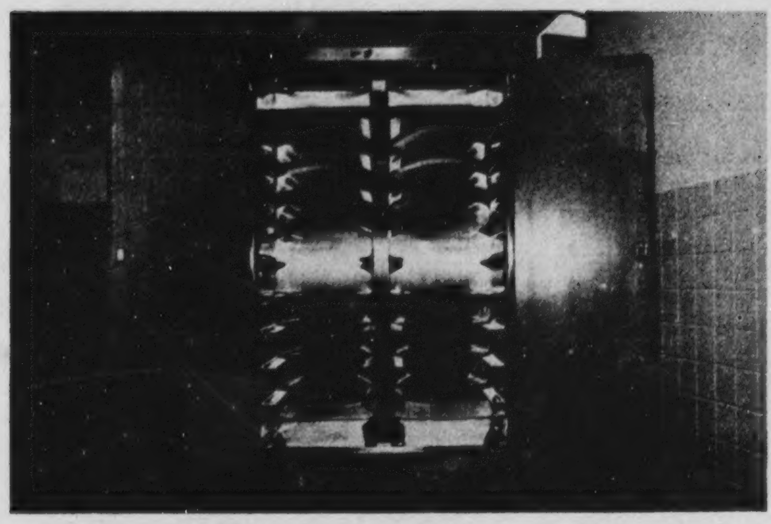
FIGURE 47



INFORMATION SHEET

P. Food transport cart

FIGURE 48



VI. General rules for operating food service equipment (Clinical Job Sheets #1-#24)

A. Turn machine off and unplug cord before making any adjustments

(NOTE: Grasp plug, not cord, and remove gently from socket.)

B. Before starting machine, set speed and place attachments

C. Avoid wearing rings or loose clothing when using electrical equipment

EXAMPLES: Do not wear scarf, tie, towel on apron front.

(NOTE: Check departmental policy regarding jewelry that can be worn while on duty.)

D. Make sure that work area is cleared of unnecessary supplies

E. Follow manufacturer's directions when operating, cleaning, or lubricating equipment

F. Notify supervisor

1. When in doubt about use of equipment
2. When parts of machine have been misplaced
3. When machine is not operating properly

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #1--OPERATE A PORTION SCALE

I. Equipment and supplies

  A. Portion scale

  B. Pan for weighing

  C. Food to be weighed

II. Procedure

  A. Place pan for weighing on scale

  B. Turn dial indicator to zero

  C. Place desired amount of food in weighing pan

  D. Read dial

  E. Add or remove food until dial indicates amount desired

  F. Remove pan

  G. Turn dial back to zero

  (NOTE: Give careful attention to the dial. If the dial gets wet, it will warp, and the scale will not be accurate.)

  H. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #2--OPERATE A PLATFORM SCALE

I. Equipment and supplies

A. Platform scale

B. Food to be weighed

II. Procedure

A. Turn lock to open

B. Place food to be weighed on platform

C. Add weights until scale balances

(NOTE: When weighing food, be careful not to stand on scale. To see the scale accurately, stand in front of scale.)

D. Record weight of item

(NOTE: If food is delivered in a container, weigh the container separately and subtract this weight from the total weight.)

E. Remove food from scale

F. Lock scale immediately

(NOTE: A platform scale should never be left unlocked.)

G. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #3--OPERATE BAKER'S SCALES

I. Equipment and supplies

- A. Baker's scales with weighing pan
- B. Food to be weighed

II. Procedure

- A. Place weighing pan on left-hand piatform
- B. Place red weight on right-hand platform

  (NOTE: Red weights equal the weight of weighing pan.)
- C. Remove weighing pan from scales
- D. Place in pan approximate amount of food to be weighed
- E. Place the weights equal to the desired amount of ingredient on the right-hand platform
- F. Place pan of food on scale
- G. Add or remove ingredient until scales balance
- H. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #4--CLEAN BAKER'S SCALES

I. Equipment and supplies

   A. Baker's scales with weighing pan

   B. Damp cloth

   C. Cleaning solution

   (NOTE: Prepare cleaning solution according to the established procedure in your facility.)

   D. Chemical sanitizing solution

   (NOTE: Use your facility's established procedure for preparing sanitizing solution.)

II. Procedure

   A. Remove weighing pan from platform

   B. Wipe scales with damp cloth

   C. Take pan to pot-and-pan sink

   D. Wash pan in cleaning solution

   E. Rinse pan

   F. Sanitize pan in chemical solution

   G. Allow pan to air dry

   H. Return pan to scales

   I. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #5--USE A UTILITY CART

I. Equipment and supplies

   A. Utility cart

   B. Items to be transported

II. Procedure

   A. Place on the cart the items to be transferred

   (NOTE: Do not overload cart with heavy objects that cause shelves to bend or sag.)

   B. Push the cart

   (CAUTION: To prevent cart from tipping forward, you may need to pull the cart into and from an elevator. You must have a clear view of the path when using a cart.)

   C. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #6--CLEAN A UTILITY CART

I. Equipment and supplies

  A. Utility cart

  B. Cleaning solution

  (NOTE: Prepare cleaning solution according to the established procedure in your facility.)

  C. Clean cloths

  D. Stiff-bristled brush

  E. Rinse water

  F. Stainless-steel polish

II. Procedure

  A. Dip clean cloth in cleaning solution and wring out

  B. Wash top and underside of each cart shelf with damp cloth

  C. Rinse cart with cloth dipped in rinse water and wrung out

  D. Scrub cart wheels with brush dipped in cleaning solution

  E. Rinse cart wheels

  F. Allow to air dry

  G. Shine with dry cloth and small amount of stainless-steel polish

  H. Mop up any water spilled during cleaning process

  I. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #7--CLEAN CAN OPENERS

I. Equipment and supplies

A. Manual can opener

B. Electric can opener

C. Cleaning solution

(NOTE: Prepare cleaning solution according to the established procedure in your facility.)

D. Stiff-bristled brush

E. Clean cloth

II. Procedure

A. Manual can opener

1. Pull shank straight up out of base plate
2. Take shank to pot-and-pan sink

   (NOTE: Manual can openers may also be washed in the dish machine.)

3. Scrub blade and parts with brush
4. Rinse
5. Allow to air dry on clean surface

   (NOTE: Inspect blade for cleanliness and sharpness. Report to supervisor if blade is dull or broken and needs to be replaced.)

6. With brush, scrub base plate attached to table
7. Rinse base plate
8. Replace shank by lowering straight down into base plate
9. Return all supplies and equipment to their proper area

B. Electric can opener

1. Unplug can opener
2. Scrub blade and parts with brush dipped in cleaning solution

   (NOTE: The blade and parts from some electric can openers may be removed for cleaning. See manufacturer's directions or facility's procedure manual.)

CLINICAL JOB SHEET #7

3. Rinse with wet brush
4. Rinse blade and parts with wet brush
5. Wipe base
6. Allow to air dry
7. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #8--OPERATE A BLENDER

I. Equipment

   A. Blender

   B. Food to be blended

   C. Manufacturer's instructions

II. Procedure

   A. Place jar on base

   B. Follow manufacturer's instructions for securing jar to base

   C. Place substances to be blended in jar

   (NOTE: Follow manufacturer's directions for amount to add and for operation on hard or frozen foods.)

   D. Place lid on jar

   E. Secure lid

   F. Connect cord

   G. Turn on switch

   H. Select desired speed

   (NOTE: Speed may be changed without stopping machine.)

   I. Turn off switch when ingredients are of desired consistency

   J. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #9--CLEAN A BLENDER

I. Equipment and supplies

A. Blender

B. Cleaning solution

(NOTE: Prepare cleaning solution according to the established procedure in your facility.)

C. Hot rinse water

D. Clean cloths

II. Procedure

(NOTE: Check the manufacturer's directions for the correct cleaning procedure for model of blender used in your facility.)

A. Unplug machine

B. Remove jar from base

C. Wash jar in cleaning solution

(NOTE: If a home-model blender is used, you may need to unscrew the bottom of the jar to clean the blade assembly.)

D. Rinse jar in hot water

E. Allow to air dry

F. Oil motor if necessary

(NOTE: Follow manufacturer's directions.)

G. Wipe machine base with damp cloth

H. Polish with dry cloth

I. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #10--CLEAN AN INSTANT-ICED-TEA MACHINE

I. Equipment and supplies

  A. Instant-iced-tea machine

  B. Mild detergent solution

  C. Hot rinse water

  D. Clean cloth

II. Procedure

  A. Unplug machine

  B. Remove lid of compartment containing instant tea

  C. Pour any unused tea into a clean container

  D. Wash compartment that contained instant tea in mild detergent solution

  E. Rinse tea compartment *thoroughly* with hot rinse water

  F. Allow all parts to air dry *thoroughly*

  G. Replace instant tea compartment

  H. Remove drip tray

  I. Wash drip tray in mild detergent solution

  J. Rinse drip tray in hot water

  K. Replace drip tray

  L. Dip cloth in detergent solution and wring out damp

  M. Wipe outside of machine

  N. Fill container with tea

  O. Replace lid

  P. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #11--OPERATE COFFEE EQUIPMENT

I. Equipment and supplies

  A. Coffee urn

  B. Automatic drip coffee pot

  C. Coffee basket

  D. Coffee filter

  E. Coffee

  F. Water

II. Procedure

  A. Coffee urn

    1. Drain water from urn
    2. Turn on heater to heat water in reservoir
    3. Place clean filter in filter basket
    4. Add premeasured coffee to filter basket
    5. Spread coffee evenly
    6. Place basket in top of urn
    7. Swing water faucet over basket
    8. Turn on water
    9. Fill urn to desired level
    10. Turn off water
    11. Remove grounds as soon as water has gone through basket
    12. Dump grounds

        (NOTE: Discard coffee grounds according to established procedure of the facility.)

    13. Remove 1 gallon of fresh brew
    14. Pour into urn

CLINICAL JOB SHEET #11

15. Check holding temperature to make sure it is correct
    a. Outside jacket--190°F
    b. Brew--185°F
16. Return all supplies and equipment to their proper areas

B. Automatic drip coffee pot

1. Place filter in basket
2. Add premeasured coffee to filter basket
3. Set filter basket in place
4. Fill machine with desired amount of water
5. Push ON button
6. Remove grounds upon completion of brewing and discard according to established procedure in the facility
7. Clean filtering unit
    a. Dump filter and coffee grounds in designated area
    b. Rinse unit with hot water
    c. Let air dry

    (CAUTION: Always remove an empty pot from a hot burner to prevent the possibility of breaking the pot.)
8. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #12--CLEAN COFFEE URN

I. Equipment and supplies

  A. Coffee urn

  B. Long-handled brush

  C. Small, full, round brush (gauge brush)

  D. Urn cleaner

  E. Clean, damp cloth

  F. Stainless-steel polish

  G. Clean, dry cloth

II. Procedure

  A. After each use

    1. Lift cover
    2. Remove filter
    3. Empty grounds
    4. Drain urn
    5. Rinse and drain urn
    6. Close drain
    7. Remake coffee as needed
    8. Return all supplies and equipment to their proper areas

  B. Daily

    1. Close drain
    2. Fill partially with hot water
    3. Scrub urn with urn cleaner, using long-handled brush
    4. Drain urn
    5. Flush urn with hot water

CLINICAL JOB SHEET #12

6. Clean glass gauge with gauge brush
    a. Remove nut at top of tube
    b. Dip brush in urn cleaner
    c. Insert brush in tube
    d. Plunge up and down
    e. Rinse
7. Clean faucet (for automatic coffee urns)
8. Partially fill urn with water
9. Leave until next service
10. Wipe outside of urn
11. Scrub drain
12. Scrub urn stand
13. Wipe dry stand, urn, and drain
14. Replace urn covers
15. Polish outside of urn with a thin coat of stainless-steel polish
16. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #13--CLEAN A PORTABLE BEVERAGE CONTAINER

I. Equipment and supplies

  A. Portable beverage container

  B. Cleaning solution

  (NOTE: Prepare cleaning solution according to the established procedure in your facility.)

  C. Mild bleach solution

  D. Hot rinse water

  E. Clean, dry cloth

  F. Stainless-steel polish

II. Procedure

  A. Unscrew spigot

  B. Wash in cleaning solution

  C. Rinse *thoroughly*

  D. Wash inside of container with cleaning solution

  E. If container is stained, wash inside of container with mild bleach solution

  F. Rinse *thoroughly*

  G. Allow to air dry

  H. Wash lid with cleaning solution

  I. Rinse lid

  J. Dip cloth in cleaning solution and wring out damp

  K. Wash outside of container and lid

  (NOTE: If container is stainless steel, shine outside with stainless-steel polish and a clean, dry cloth.)

  L. Replace spigot

  M. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #14--OPERATE A ROTARY TOASTER

I. Equipment and supplies

   A. Rotary toaster

   B. Bread slices

   C. Pastry brush

   D. Margarine or butter

II. Procedure

   A. Set thermostat to desired degree of browning

   B. Open gas valve

      (NOTE: Some toasters are electric and need only to be turned on.)

   C. Insert lighted match into lighter hole

   D. Check flames

      (NOTE: Front and back flames should be the same size and as large as possible without yellow tips.)

   E. Preheat toaster ten to fifteen minutes

   F. Start motor to rotate baskets

      (NOTE: To test degree of browning, run two slices of bread through toaster. Adjust thermostat if necessary.)

   G. Run remaining bread through toaster

   H. Butter toast

   I. Stack in pans, buttered sides together

      (CAUTION: Do not attempt to pry burnt toast from a toaster until the device is unplugged and has cooled.)

   J. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #15--CLEAN A ROTARY TOASTER

I. Equipment and supplies

- A. Rotary toaster
- B. Small, stiff-bristled brush
- C. Clean, dry cloth
- D. Clean, damp cloth dipped into cleaning solution

  (NOTE: Prepare cleaning solution according to the established procedure in your facility.)

II. Procedure

- A. Turn off machine

  (NOTE: Unplug electric toasters before cleaning.)
- B. Brush crumbs from front of toaster
- C. Remove slanted toast guide
- D. Remove tray below toaster
- E. Wipe dry crumbs from guide, tray, and surrounding table top
- F. Wash toaster frame

  (CAUTION: Avoid getting water inside electric toaster.)
- G. Wash area under toaster
- H. Wash guide, tray, and surrounding table top
- I. Rinse
- J. Wipe dry
- K. Replace toast guide and tray
- L. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #16--OPERATE A MICROWAVE OVEN

I. Equipment

A. Microwave oven

B. Cooking dish

EXAMPLES: Paper, glass, china, heat-resistant plastic

(NOTE: Do not use metal or foil containers or dishes with metallic trim or decoration.)

II. Procedure

(CAUTION: Before using microwave oven, read manufacturer's suggested operation for the particular type of oven.)

A. Place food no more than 3 inches deep in cooking dish

B. Open door

C. Place dish in oven

D. Close door

E. Set timer and start

F. Cook according to recipe

(NOTE: When using the microwave oven, follow time guides as specified in a microwave cookbook. Microwave ovens are used for thawing, heating to room temperature, cooking to an edible temperature, and precooking. To equalize cooking of food, stir liquid or semiliquid food during cooking process, or turn the container a quarter turn every few minutes. In most microwave ovens, you must reset the timer if the door is opened. For casseroles and foods that splatter easily, place a paper towel on top of the food.)

G. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #17--CLEAN A MICROWAVE OVEN

I. Equipment and supplies

- A. Microwave oven
- B. Clean cloths
- C. Mild detergent solution
- D. Paper towels
- E. Hot rinse water

II. Procedure

- A. Turn off oven
- B. Remove trays
- C. Remove splatter shield

  (NOTE: Some microwave ovens may not have trays or splatter shields.)
- D. Wash trays and shield with cloth dipped in mild detergent solution

  (NOTE: Trays for some microwaves may be washed in an automatic dish machine.)
- E. Rinse with cloth dipped in clean, hot rinse water and wrung out damp
- F. Wipe dry with clean cloth
- G. Wipe inside of oven with paper towels to remove all liquid spills
- H. Wash with cloth dipped in mild detergent solution
- I. Rinse with cloth dipped in clean, hot rinse water and wrung out damp
- J. Wipe dry with clean cloth
- K. Replace trays and shield
- L. Wash outside of oven with a clean cloth dipped in mild detergent solution
- M. Rinse with cloth dipped in clean, hot rinse water and wrung out damp
- N. Wipe dry with clean cloth
- O. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #18--OPERATE A STEAM TABLE

I. Equipment and supplies

   A. Steam table

   B. Water (if used)

II. Procedure

   (NOTE: Different foods will require varying degrees of heat for holding on steam table.)

   A. Moist heat

      1. Close drain

      2. Add hot water to desired level

      3. Turn on heating element

      4. Reduce heat when boiling begins

   B. Dry heat (electric)

      1. Turn on heating element to desired temperature

      2. *Do not* add water

         (CAUTION: Water should never come into direct contact with the heating element.)

         (NOTE: Steam may be used as heat in electric tables. A pan of water is placed in the table well, and the food pan is placed in the steam pan.)

   C. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #19--CLEAN A STEAM TABLE

I. Equipment and supplies

   A. Steam table

   B. Cleaning solution

   (NOTE: Prepare cleaning solution according to the established procedure in your facility.)

   C. Stainless-steel polish

   D. Clean cloths

   E. Long-handled brush

   F. Hot rinse water

II. Procedure

(NOTE: In areas with hard water, steam tables should be delimed weekly, using a deliming agent and following manufacturer's directions.)

   A. Electric

   (CAUTION: Water must never come in contact with the heating elements.)

   1. Turn off
   2. Unplug, if possible
   3. Scrub exterior of well with clean cloth dipped in cleaning solution
   4. Rinse with clean cloth dipped in hot rinse water and wrung out damp
   5. Wash cabinet
   6. Wash and rinse well covers
   7. Replace well covers
   8. Polish as needed with stainless-steel polish and clean, dry cloth
   9. Return all supplies and equipment to their proper areas

CLINICAL JOB SHEET #19

B. Moist wells (after each use)

1. Turn off steam
2. Drain
3. Wash front and back of steam table with clean cloth dipped in cleaning solution
4. Wash top of steam table
5. Rinse with clean cloth dipped in hot rinse water and wrung out damp
6. Wipe dry with clean, dry cloth
7. Return all supplies and equipment to their proper areas

C. Moist wells (after last meal of day)

1. Turn off steam
2. Add cleaning solution to water in steam well
3. Scrub inside of steam table
4. Drain
5. Rinse with clean cloth dipped in hot rinse water
6. Wipe surrounding frame
7. Wash and rinse well covers
8. Wash front and back of steam table with clean cloth dipped in cleaning solution
9. Rinse
10. Wipe dry with clean, dry cloth
11. Polish as needed
12. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #20--CLEAN A MILK DISPENSER

I. Equipment and supplies

   A. Milk dispenser

   B. Cleaning solution

   (NOTE: Prepare cleaning solution according to the established procedure in your facility.)

   C. Sanitizing solution

   D. Clean cloths

   E. Sanitary container for milk

   F. Lid for container

   G. Rinse water

II. Procedure

   A. Place container under valve

   B. Open valve

   C. Tip milk carton forward

   D. Drain remainder of milk; cover; refrigerate for use only in cooking

   E. Remove tube from valve

   F. Remove milk carton from dispenser

   G. Sanitize handle

   (NOTE: On some models the handle may be removed and washed in the automatic dish machine or the pot-and-pan sink.)

   H. Disconnect service cord

   I. Leave cabinet door open

   J. Wash interior with cloth dipped in cleaning solution

   K. Rinse with cloth dipped in rinse water and wrung out damp

   L. Wipe dry with clean, dry cloth

   M. Close door

   N. Reconnect service cord

CLINICAL JOB SHEET #20

O. Return all supplies and equipment to their proper areas

P. Wait one hour

Q. Install new milk carton

(CAUTION: Never allow milk to stand in tubes.)

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #21--CLEAN A REFRIGERATOR

I. Equipment and supplies

   A. Refrigerator

   B. Mild detergent solution

   C. Mild baking-soda rinse solution

   D. Damp cloth

   E. Stiff-bristled brush

   F. Clean, dry cloth

   G. Stainless-steel polish

II. Procedure

   A. Remove contents of refrigerator and place on cart or table

   B. Remove racks or rails from refrigerator

   C. Wash interior of refrigerator with clean cloth dipped in mild detergent solution

   D. Rinse interior of refrigerator with clean cloth dipped in baking soda solution and wrung out damp

   E. Allow interior to air dry

   F. Wash racks or rails with mild detergent solution

   G. Scrub, if necessary, with brush

   H. Rinse with baking soda solution

   I. Allow racks to air dry

   J. Replace racks in refrigerator; replace contents of refrigerator

   (NOTE: Wipe clean all containers, bottles, and jars.)

   K. Wash outside of refrigerator with damp cloth

   L. Shine outside of refrigerator with a small amount of stainless-steel polish placed on a clean, dry cloth

   M. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #22--CLEAN A FOOD WARMER

I. Equipment and supplies

- A. Food warmer
- B. Mild detergent solution
- C. Stiff-bristled brush
- D. Clean cloths
- E. Stainless-steel polish
- F. Hot rinse water

II. Procedure

- A. Check to see that warmer is turned off and cool
- B. Remove racks or rails
- C. Wash interior of food warmer with clean cloth dipped in mild detergent solution and wrung out damp
- D. Rinse interior of food warmer with clean cloth dipped in water and wrung out damp
- E. Allow interior to air dry
- F. Wash racks or rails with clean cloth dipped in mild detergent solution and wrung out damp
- G. Scrub, if necessary, with brush
- H. Rinse racks with hot water; allow racks to air dry
- I. Replace racks or rails
- J. Clean outside of warmers with a damp cloth
- K. Shine outside of warmers with a small amount of stainless-steel polish placed on a clean, dry cloth
- L. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #23--USE A FOOD TRANSPORT CART

I. Equipment--Food transport cart

II. Procedure

   A. Plug in to preheat

   (NOTE: Some institutions may have a serving system that uses unheated carts; however, the principles of operating the carts are the same.)

   B. Place food and/or trays in appropriate compartments

   C. Unplug cart

   D. *Push* cart, *slowly*

   (NOTE: Some carts may be self-propelled.)

   (CAUTION: To prevent cart from tipping forward, you may need to pull the cart into and from an elevator. You must have a clear view of the path when using a cart.)

   E. Be *alert* and watch for other objects or people in your path

   F. Plug cart into outlet at your destination

   G. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

CLINICAL JOB SHEET #24--CLEAN A FOOD TRANSPORT CART

I. Equipment and supplies

A. Food transport cart

B. Mild detergent solution

C. Damp cloth

D. Stiff-bristled brush

E. Clean, dry cloth

F. Stainless-steel polish

G. Hot rinse water

II. Procedure

(NOTE: If facilities are available in your institution, carts may be steam cleaned.)

A. Unplug cart and let cool

B. Remove inside racks

C. Wash inside with mild detergent solution

D. Rinse inside with hot water

E. Allow to air dry

F. Wash racks with mild detergent solution

G. Scrub racks with brush if necessary

H. Rinse racks with hot water

I. Allow to air dry

J. Replace racks

K. Wash outside of cart with damp cloth

L. Scrub wheels with brush and mild detergent solution

M. Rinse wheels with hot water

N. Shine outside of cart with a small amount of stainless-steel polish placed on a dry cloth

O. Return all supplies and equipment to their proper areas

EQUIPMENT
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with food service equipment to their correct definitions. Write the correct numbers in the blanks.

_____a. Standardized serving

_____b. Machinery, appliances, equipment, or supplies used in storing, preparing, or serving food in commercial establishments

_____c. Instruments used in a kitchen

_____d. Guidelines for correct, safe use of equipment

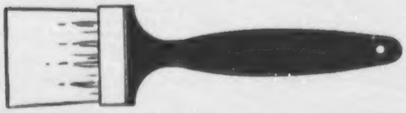
_____e. Guidelines for the use, care, and/or installation of equipment

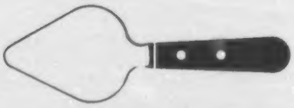
1. Portion control
2. Food service equipment
3. Operating procedures
4. Manufacturer's directions
5. Utensils

2. Identify small utensils. Write the correct names in the blanks. This question continues on the next four pages.

Pastry brush
Pastry wheel
Pie or cake marker
Pie or cake spatula
Hotcake or meat spatula
Gelatin or cake spatula
Offset spatula
Sandwich spatula
Rubber spatula
Flat spatula
Slotted spoon
Pierced spoon
Solid spoon
Solid ladle
Perforated ladle
Tongs
Dipper
Bulk scoop
Ice scoop
Liquid measure
Dry measure
Measuring spoons
Paring knife
Bread knife
Grapefruit knife
Cutting board

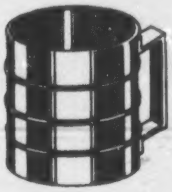
TEST

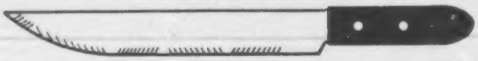




a. ____________________

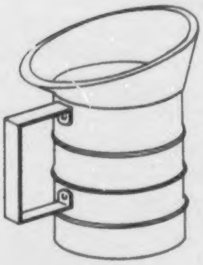
b. ____________________

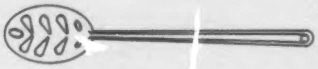




c. ____________________

d. ____________________

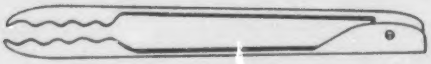


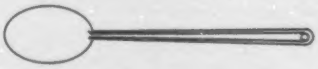


e. ______________

f. ______________

g. ______________





h. ____________________

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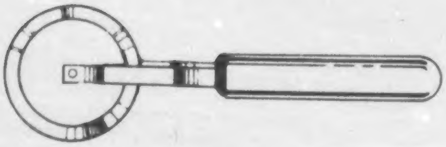
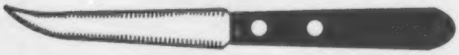
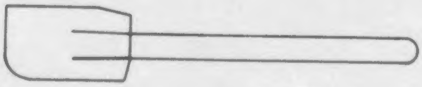
TEST

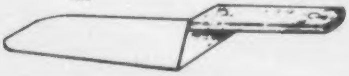


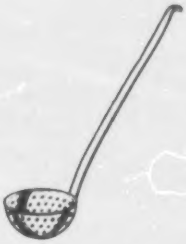
j. ______________________ k. ______________________



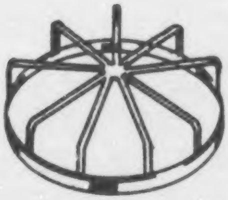


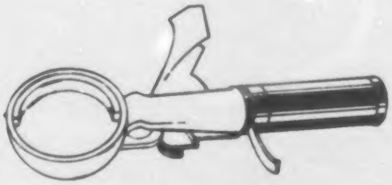
l. ______________________ m. ______________________





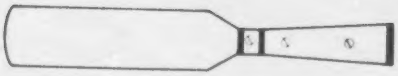
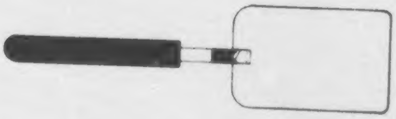
n. ______________________ o. ______________________





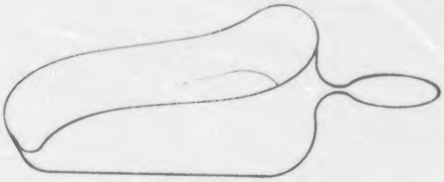
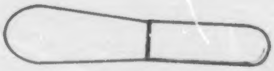
p. ______________________ q. ______________________

TEST

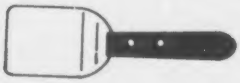
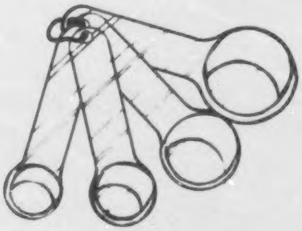
r. ______________________________

s. ______________________________

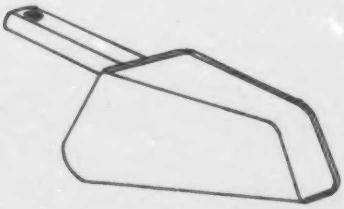
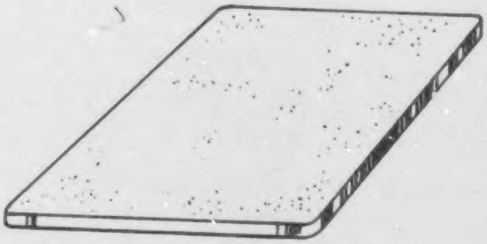
t. ______________________________

u. ______________________________

v. ______________________________

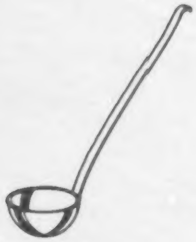
w. ______________________________

x. ______________________________

y. ______________________________

TEST



z. ______________________________

3. Match small utensils to their uses. Write the correct numbers in the blanks. This question continues on the next page.

SPATULAS

_____a. Serving gelatin, cake, or other foods served in squares

_____b. Serving pies or cakes

_____c. Spreading meat, salad, or dressing on bread

_____d. Mixing, spreading, or scraping

_____e. Turning foods

_____f. Removing food from cans and bowls

_____g. Icing cakes

1. Pie or cake spatula
2. Hotcake or meat spatula
3. Gelatin or cake spatula
4. Offset spatula
5. Sandwich spatula
6. Rubber spatula
7. Flat spatula

LADLES, SCOOPS, AND SPOONS

_____a. Folding, stirring, and serving

_____b. Dipping large portions of dry foods or ice

_____c. Dipping and serving liquids

_____d. Draining liquids from solids

_____e. Draining juice from and serving large cut vegetables

_____f. Filling glasses with ice or dipping small portions of dry food

_____g. Draining juice from and serving small cut vegetables

1. Solid ladle
2. Perforated ladle
3. Bulk scoop
4. Ice scoop
5. Slotted spoon
6. Pierced spoon
7. Solid spoon

TEST

KNIVES

_____a. Trimming and cutting fruits and vegetables

_____b. Sectioning grapefruit and cutting the fruit away from rind

_____c. Slicing bread

1. Paring knife
2. Bread knife
3. Grapefruit knife

MEASURING UTENSILS

_____a. Measuring small amounts of food by tablespoon, teaspoon, or fraction of teaspoon

_____b. Portioning foods

_____c. Measuring liquids by cup, pint, quart, or gallon

_____d. Measuring dry ingredients by cup or fraction of a cup

1. Dipper
2. Liquid measure
3. Dry measure
4. Measuring spoons

OTHER SMALL UTENSILS

_____a. Providing a surface to place foods on when cutting, chopping, or dicing

_____b. Picking up and serving foods

_____c. Brushing on liquids

_____d. Marking pies or cakes for portion control of slices

_____e. Cutting all types of flat dough

1. Cutting board
2. Pastry brush
3. Pastry wheel
4. Pie or cake marker
5. Tongs

4. Discuss the care of small utensils.

a. Use-- ____

____

b. Storage--____

____

____

c. Maintenance--____

____

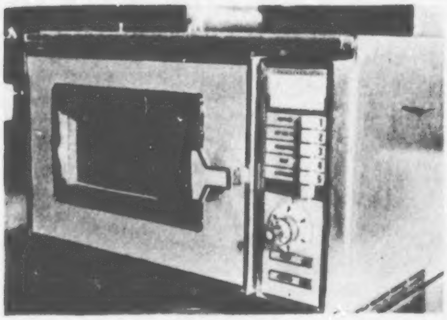
____

TEST

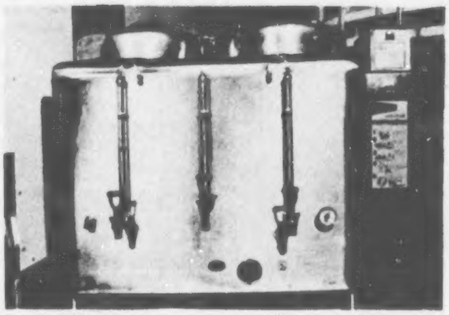
5. Identify food service equipment. Write the correct names in the blanks. This question continues on the next two pages.

Blender
Instant-iced-tea machine
Food transport cart
Portion scale
Can opener
Food warmer
Baker's scales
Microwave oven

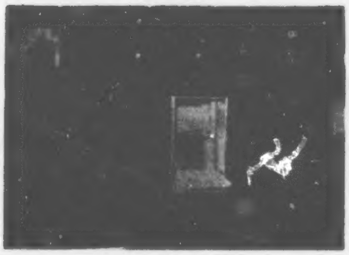
Portable beverage container
Coffee equipment
Milk dispenser
Platform scale
Utility cart
Refrigerator
Steam table
Rotary toaster



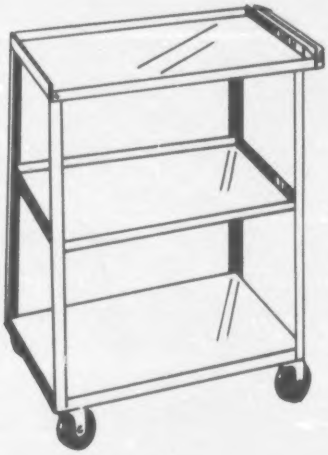
a. ______________________________



b. ______________________________

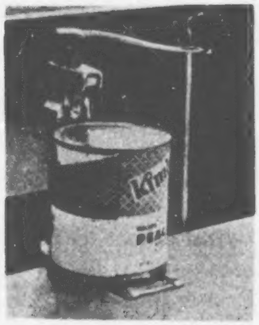


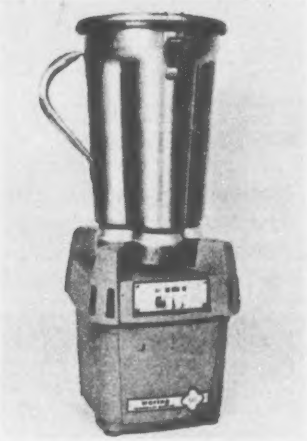
c. ______________________________



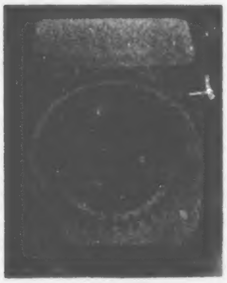
d. ______________________________

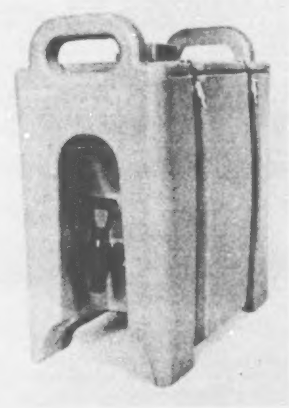
TEST



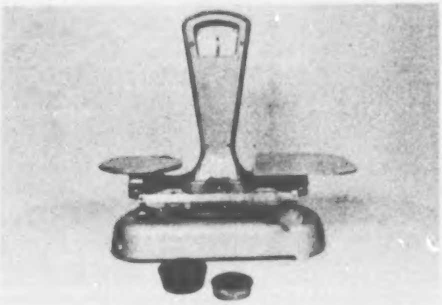


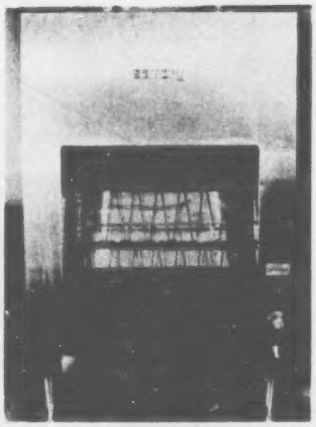
e. ______________________ f. ______________________





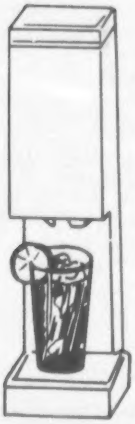
g. ______________________ h. ______________________

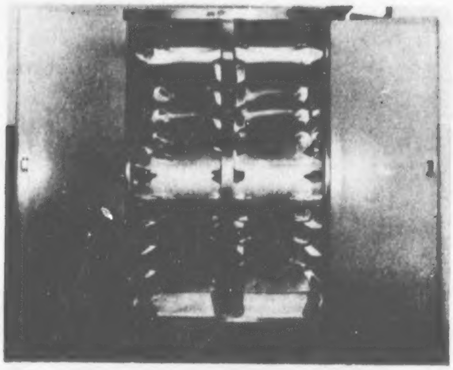




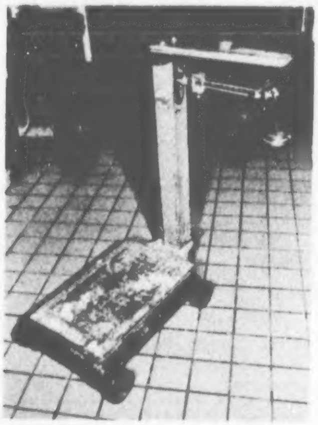
i. ______________________ j. ______________________

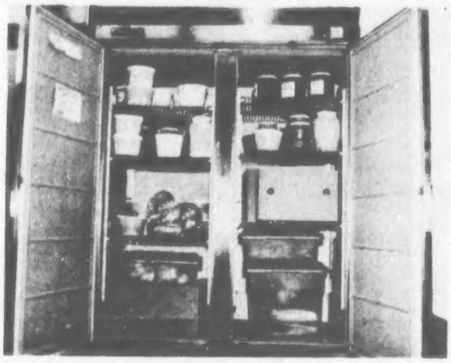
TEST



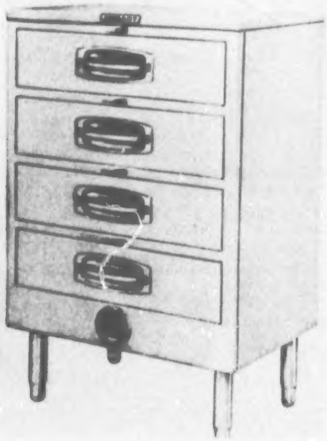


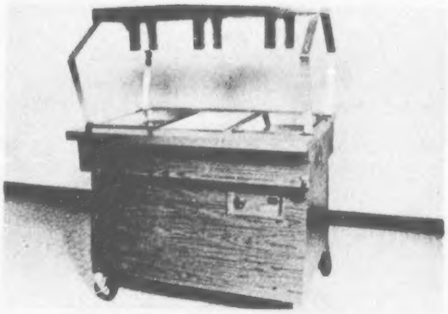
k. ______________________ l. ______________________





m. ______________________ n. ______________________





o. ______________________ p. ______________________

TEST

6. Select from the following list general rules for operating food service equipment. Write an "X" in the blank before each correct answer.

______a. Turn machine off and unplug cord before making any adjustments

______b. Notify supervisor when in doubt about use of equipment, when parts of machine have been misplaced, or when machine is not operating properly

______c. Unplug cord before starting a machine

______d. Avoid wearing rings or loose clothing when using electrical equipment

______e. Start equipment on the high speed, then adjust as necessary

______f. Before starting machine, set speed and place attachments

______g. Follow manufacturer's directions when operating, cleaning, or lubricating equipment

______h. Make sure that work area is cleared of unnecessary supplies

(NOTE: Test question 7 lists the job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

7. Demonstrate the ability to

   a. Operate a portion scale.
   b. Operate a platform scale.
   c. Operate baker's scales.
   d. Clean baker's scales.
   e. Use a utility cart.
   f. Clean a utility cart.
   g. Clean can openers.
   h. Operate a blender.
   i. Clean a blender.
   j. Clean an instant-iced-tea machine.
   k. Operate coffee equipment.
   l. Clean coffee urn.
   m. Clean a portable beverage container.

TEST

n. Operate a rotary toaster.

o. Clean a rotary toaster.

p. Operate a microwave oven.

q. Clean a microwave oven.

r. Operate a steam table.

s. Clean a steam table.

t. Clean a milk dispenser.

u. Clean a refrigerator.

v. Clean a food warmer.

w. Use a food transport cart.

x. Clean a food transport cart.

EQUIPMENT
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 755. The point total for questions 1-6 is 180; the point total for question 7 is 575.)

1. (10 points)

   a. 1

   b. 2

   c. 5

   d. 3

   e. 4

2. (52 points)

   a. Pastry brush

   b. Pie or cake spatula

   c. Dry measure

   d. Bread knife

   e. Liquid measure

   f. Slotted spoon

   g. Pierced spoon

   h. Tongs

   i. Solid spoon

   j. Pastry wheel

   k. Paring knife

   l. Grapefruit knife

   m. Rubber spatula

   n. Offset spatula

   o. Perforated ladle

   p. Pie or cake marker

   q. Dipper

   r. Flat spatula

   s. Hotcake or meat spatula

   t. Bulk scoop

   u. Sandwich spatula

   v. Gelatin or cake spatula

   w. Measuring spoons

   x. Ice scoop

   y. Cutting board

   z. Solid ladle

3. (52 points)

   SPATULAS

   a. 3

   b. 1

ANSWERS TO TEST

c. 5
d. 4
e. 2
f. 6
g. 7

LADLES, SCOOPS, AND SPOONS

a. 7
b. 3
c. 1
d. 2
e. 5
f. 4
g. 6

KNIVES

a. 1
b. 3
c. 2

MEASURING UTENSILS

a. 4
b. 1
c. 2
d. 3

OTHER SMALL UTENSILS

a. 1
b. 5
c. 2
d. 4
e. 3

4. (18 points)

Discussion should include the following

a. Use--Use equipment properly and for its intended purpose only

b. Storage

    1) Store equipment in proper place

ANSWERS TO TEST

        2) Store equipment bottom side up

    c. Maintenance

        1) Keep equipment clean

        2) Lubricate equipment when necessary

        3) Report broken or damaged equipment to supervisor

5. (32 points)

    a. Microwave oven

    b. Coffee equipment

    c. Milk dispenser

    d. Utility cart

    e. Can opener

    f. Blender

    g. Portion scale

    h. Portable beverage container

    i. Baker's scales

    j. Rotary toaster

    k. Instant-iced-tea machine

    l. Food transport cart

    m. Platform scale

    n. Refrigerator

    o. Food warmer

    p. Steam table

6. (16 points)

    a, b, d, f, g, h

7. Performance skills evaluated to the satisfaction of the clinical instructor

    a. (15 points)

    b. (15 points)

    c. (15 points)

    d. (20 points)

    e. (15 points)

    f. (20 points)

    g. (20 points)

    h. (15 points)

    i. (20 points)

    j. (30 points)

    k. (75 points)

    l. (30 points)

    m. (30 points)

    n. (20 points)

ANSWERS TO TEST

o. (30 points)

p. (15 points)

q. (20 points)

r. (20 points)

s. (25 points)

t. (25 points)

u. (25 points)

v. (25 points)

w. (25 points)

x. (25 points)

FOOD PRODUCTION AND SERVICE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the quality characteristics of beverages, fruits, salads, and toast. The student should also be able to prepare and serve these products. This knowledge will be shown by completing assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

1. Match terms associated with food production and service to their correct definitions.
2. State reasons for using a recipe.
3. Write abbreviations for weights and measurements.
4. Match weights and measurements to their correct equivalents.
5. Write equivalent weights and measurements for portion control utensils.
6. Select from a list quality control procedures.
7. Select from a list general rules for service of food.
8. State the quality characteristics of coffee, tea, and toast.
9. Select from a list general rules for making coffee.
10. State steps used in tea preparation.
11. Select from a list general rules for making cocoa.
12. Select from a list suggestions for the preparation and service of fruit.
13. Select from a list suggestions for the preparation and service of salads.
14. Complete basic math functions.
15. Determine equivalent weights and measurements.
16. Record observations of beverage service in your institution.
17. Demonstrate the ability to
    a. Prepare iced tea.

OBJECTIVE SHEET

b. Section citrus fruit.

c. Taste food correctly.

d. Measure ingredients correctly.

e. Portion and serve salads.

f. Open cans correctly.

FOOD PRODUCTION AND SERVICE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information, assignment, and job sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Demonstrate and discuss procedures outlined in job sheets.

   F. Develop appropriate learning activities for special needs students.

   G. Make a collage of salad pictures that incorporate some of this unit's suggestions for preparation and service of salads.

   H. Bring a variety of ingredients to class and allow three or four students, each using the same ingredients, to create a cold plate. The other students in class can judge the salad creations and discuss the reasons for their choices.

   I. Prepare coffee, tea, and cocoa according to the suggestions and rules in this unit for making these products. Also prepare poor quality coffee, tea, and cocoa; then set up a student taste panel on these products. Student taste panel selections should be judged on the basis of the quality characteristics for these products presented in this unit.

   J. Review "Receiving, Food Handling, and Storage," in *Food Service Worker,* Section D, Unit I; and "Equipment," in *Food Service Worker,* Section D, Unit II.

   K. Give test.

   L. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Class assignment sheets

      1. Class Assignment Sheet #1--Complete Basic Math Functions

SUGGESTED ACTIVITIES

2. Class Assignment Sheet #2--Determine Equivalent Weights and Measurements

E. Answers to class assignment sheets

F. Clinical Assignment Sheet #1--Record Observations of Beverage Service in Your Institution

G. Answers to clinical assignment sheet

H. Clinical job sheets

1. Clinical Job Sheet #1--Prepare Iced Tea

2. Clinical Job Sheet #2--Section Citrus Fruit

3. Clinical Job Sheet #3--Taste Food Correctly

4. Clinical Job Sheet #4--Measure Ingredients Correctly

5. Clinical Job Sheet #5--Portion and Serve Salads

6. Clinical Job Sheet #6--Open Cans Correctly

I. Test

J. Answers to test

III. Unit references

A. Department of Food, Nutrition and Institution Administration, Oklahoma State University. *Food Preparation Manual,* 6th ed. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1979.

B. Grimes, Vici, and Jerald Chesser. *Food Service: Production and Service.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1976.

C. Hospital Research and Educational Trust. *Being a Food Service Worker,* 8th Printing. Bowie, Maryland: Robert J. Brady Company, 1974.

D. Livermon, Marjorie, ed. *Oklahoma Diet Manual.* Oklahoma City, Oklahoma: Oklahoma Dietetic Association, 1982.

E. West, Bessie Brooks, et al. *Food for Fifty,* 6th ed. New York: John Wiley and Sons, Inc., 1979.

FOOD PRODUCTON AND SERVICE
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Weight--How heavy a quantity is

B. Measurement--Volume or amount of space taken up by a given quantity

C. Recipe--Formula used to combine ingredients to obtain a desired product

D. Ingredients--Foods that are combined to make a new product

E. Yield--Number of servings obtained after preparation

F. Antioxidant--Substance that prevents discoloration of fruit by preventing cut surface from coming in contact with oxygen

(NOTE: One of the most commonly used antioxidants is ascorbic acid.)

II. Reasons for using a recipe

A. Lists ingredients and amounts needed

B. Describes how to prepare ingredients

C. Allows different people to prepare food so that there is consistent quality and yield

III. Abbreviations for weights and measurements

A. Few drops--fd

B. Few grains--fg

C. Teaspoon--t or tsp

D. Tablespoon--T or Tbsp

E. Cup--c

F. Pint--pt

G. Quart--qt

H. Gallon--gal

I. Ounce--oz

J. Pound--# or lb

INFORMATION SHEET

K. Fluidounce--fl oz

(NOTE: There are 8 fluidounces in 1 cup. This should not be confused with 16 ounces per pound.)

EXAMPLES: 8 fl oz of water = 1 c of water
16 fl oz of tea = 2 c of tea
16 weighed oz of flour = 4 c flour

L. Cubic centimeter--cc

M. Liter--L

N. Milligram--mg

O. Gram--g

P. Kilogram--kg

IV. Weights and measurements and their equivalents (Class Assignment Sheets #1 and #2; Clinical Job Sheet #4)

A. Weights

16 ounces = 1 pound
1,000 milligrams = 1 gram
1 kilogram = 2.2 pounds

B. Liquid and dry measurements

3 teaspoons = 1 tablespoon
4 tablespoons = 1/4 cup
8 tablespoons = 1/2 cup
16 tablespoons = 1 cup
2 cups = 1 pint
2 pints = 1 quart
1 quart = 32 fluidounces
4 quarts = 1 gallon
240 cubic centimeters = 1 cup
1,000 cubic centimeters = 1 liter or 1.06 quarts

(NOTE: Cubic centimeters are equivalent to milliliters.)

INFORMATION SHEET

V. Equivalent weights and measurements for portion control utensils

A. Dippers

(NOTE: The dipper size is usually imprinted on the scraper blade or thumb lever, or the handle may be color coded. The manufacturer's specifications should be checked for dipper number, weight, and measure.)

DIPPER NUMBER	MEASURE	WEIGHT
30	2 T	1 to 1 1/2 oz
24	2 2/3 T	1 1/2 to 1 3/4 oz
20	3 T +	1 3/4 to 2 oz
16	4 T	2 to 2 1/4 oz
12	5 T +	2 1/2 to 3 oz
10	6 T +	3 to 4 oz
8	8 T +	4 to 5 oz
6	10 T +	6 oz

B. Ladles

(NOTE: The ladle size is usually imprinted on the handle.)

WEIGHT (ounces)	VOLUME (cups)
1 oz	1/8 c
2 oz	1/4 c
4 oz	1/2 c
6 oz	3/4 c
8 oz	1 c

VI. Quality control procedures (Clinical Job Sheet #3)

A. Keep hot food above 140°F

B. Keep cold food below 40°F

C. Taste food to aid in controlling flavor and quality

(NOTE: Tasting should never be done casually, out of curiosity, or to satisfy hunger.)

D. Label leftovers with name of food and date before storing

E. Use most leftovers within twenty-four hours or dispose of them

(NOTE: Any food that has been served to a patient or a customer should never be reused. Some foods should not be held over, such as bread dressings and egg dishes.)

F. Taste leftovers before using to be certain of quality

INFORMATION SHEET

VII. General rules for service of food

A. Use the correct utensil for serving

EXAMPLES: Use a spatula for baked fish.
Use tongs for shrimp.
Use a slotted spoon for green beans.
Use a solid spoon for stewed tomatoes.

B. Follow portion control procedures

EXAMPLES: Use an 8-ounce ladle for soup.
Use a 1-ounce ladle for gravy.

C. Place food neatly on dishes

D. Wipe off spills on dish rims

E. Serve hard-to-drain, juicy foods in a separate bowl

EXAMPLES: Spinach, French style green beans

F. Keep sandwiches and bread dry

EXAMPLE: Do not place a hot roll on top of meat and gravy.

G. Place cold food items away from sources of heat

EXAMPLE: A pat of margarine should not be placed on or next to a hot plate.

H. Serve milk directly from original container

(NOTE: Do not pour milk into pitcher, and then into a glass. Dry milk should not be used as a beverage because of potential for contamination in reconstituting and dispensing of such a product.)

I. Garnish food to enhance its appearance

VIII. Quality characteristics of coffee, tea, and toast (Clinical Assignment Sheet #1)

A. Coffee

1. Clear amber to medium brown liquid
2. Fresh, mellow flavor; not bitter
3. Free of grounds and oiliness
4. Hot

(NOTE: The American Hospital Association recommendation for the temperature of hot liquids at serving time in the dietary department is 185°F. A palatable temperature when served to the patient is 150°F.)

INFORMATION SHEET

B. Tea

1. Clear amber liquid
2. Flavor will depend on the type of tea used
3. Free of leaves or cloudiness
4. Hot or icy

C. Toast

1. Golden brown color
2. Crisp texture
3. Hot

IX. General rules for making coffee

A. Use fresh coffee and proper grind for type of coffee maker used

(NOTE: See the manufacturer's suggestions or follow the directions of the facility for the grind of coffee to use.)

EXAMPLES: Drip, electric perk, automatic

B. Use a clean coffee maker

C. Use cold water; heat just prior to making coffee

(NOTE: Heated tap water is not fresh, as it has been standing in a water heater. Long, repeated boilings make water taste flat and result in an undesirable flavor.)

D. Use prepackaged coffee or measure exactly, according to manufacturer's recommendations

E. Remove coffee grounds after coffee has brewed

F. Maintain coffee temperature just below boiling point during preparation and holding

(NOTE: Boiling causes coffee to lose its desirable flavor and develop a bitter flavor.)

G. Do not hold coffee for long periods of time

(NOTE: Holding coffee for long periods makes it become too strong and bitter.)

H. Brew at least three-fourths of coffee maker's capacity for best results

I. Follow manufacturer's directions in use and care of coffee maker

INFORMATION SHEET

J. Store coffee in a tightly covered container to maintain freshness

(NOTE: If coffee is kept for long periods, its freshness is better maintained when stored in the refrigerator.)

X. Steps used in tea preparation (Clinical Job Sheet #1)

(NOTE: Instant tea is available and should be prepared according to the manufacturer's directions.)

A. Use a teapot made of glass, china, or pottery

B. Use 1/2 to 1 teaspoon tea leaves or one tea bag per cup of fresh, boiling water

C. Scald teapot to freshen, and heat before preparing tea

D. Use freshly boiled water

E. Maintain temperature of tea just below boiling point during steeping

(NOTE: Boiling impairs the flavor of the tea.)

F. Remove tea leaves or bag after tea reaches desired strength

(NOTE: If loose tea is used, strain the tea into another heated teapot after steeping.)

G. If making iced tea, do not cool tea before pouring over ice

(NOTE: Cooling the tea before icing causes loss of flavor.)

(CAUTION: If tea is near boiling point, it may break glasses.)

XI. General rules for making cocoa

A. Mix ingredients so that liquid is free of sediment

EXAMPLE: Slowly add liquid to cocoa, stirring well until cocoa is dissolved.

B. Prevent scorching while heating the mixture

C. Keep prepared cocoa covered to prevent a film from forming

XII. Suggestions for the preparation and service of fruit (Clinical Job Sheet #2)

A. Rinse fruit to remove dust, bacteria, and insecticide sprays

B. Refrigerate most fruits after washing and draining

(NOTE: Bananas should not be refrigerated because the peel will discolor.)

INFORMATION SHEET

C. Store berries loosely in a shallow container to prevent mold growth

D. Sprinkle citrus juice or antioxidant on some fruits to prevent discoloration of cut surfaces

(NOTE: This discoloration is due to tannin compounds in the fruit and enzyme action.)

XIII. Suggestions for the preparation and service of salads (Clinical Job Sheets #5 and #6)

A. Rinse salad greens in cold water to remove dust, bacteria, and insecticide sprays

B. Lift salad greens from rinse water

C. Drain salad greens thoroughly before using

D. Use fresh, crisp, cold salad greens

E. Cut or tear salad greens into bite-sized pieces for a tossed salad

F. Keep ingredients somewhat uniform in size

G. Arrange salad greens with the stem end toward the center of the plate when making a base

H. Make a small slit in the stem end of greens to make them lie flat

I. Drain and chill fruits before preparing salads

J. To prevent wilting of salad greens, do not add dressing until just before serving

FSW-139-D

FOOD PRODUCTION AND SERVICE
UNIT III

CLASS ASSIGNMENT SHEET #1--COMPLETE BASIC MATH FUNCTIONS

NAME ______________________________ SCORE ______________

It is important that the food service worker have a basic knowledge of math so that he or she can convert equivalent weights and measurements when portioning and serving foods.

(NOTE: Do *not* use a calculator for this assignment sheet.)

A. Add the following single and multiple columns. Write the answers in the spaces provided.

1.	2.	3.	4.	5.
3	9	5	26	98
8	7	2	34	49
6	6	8	65	77
9	7	9	78	10
+ 5	+ 9	+ 6	+ 59	+ 71

6.	7.	8.	9.	10.
88	233	560	7,759	8,989
43	430	791	4,476	34
56	981	165	9,738	466
99	103	817	5,389	7,539
+ 68	+340	+706	+ 9,913	+ 4

B. Subtract the following numbers. Write the answers in the spaces provided.

1.	2.	3.	4.	5.
39	78	593	947	2,846
− 23	− 47	− 386	− 761	− 203

C. Multiply the following numbers. Write the answers in the spaces provided.

1. 9 x 8 = _____
2. 7 x 5 = _____
3. 4 x 8 = _____

4.	5.	6.	7.
34	77	482	1.37
x 68	x 43	x 6	x .27

D. Divide the following numbers. Write the answers in the spaces provided.

1. 21 ÷ 7 = _____
2. 72 ÷ 9 = _____
3. 35 ÷ 5 = _____
4. 2.04 ÷ 2.5 = _____
5. 78.6 ÷ 3 = _____

FOOD PRODUCTION AND SERVICE
UNIT III

CLASS ASSIGNMENT SHEET #2--DETERMINE EQUIVALENT WEIGHTS AND MEASUREMENTS

NAME ______________________________ SCORE ______________

It is very important when portioning food to be able to convert equivalent weights and measurements.

Solve the following problems using the table of equivalents below.

1 T	=	3 t
1 c	=	16 T
1 pt	=	2 c
1 qt	=	2 pt
1 gal	=	4 qt
1 lb	=	16 oz
240 cc	=	1 c
30 g	=	1 oz

A. 3 T = ______________ t

B. 4 c = ______________ T

C. 2 pt = ______________ c

D. 8 qt = ______________ pt

E. 4 gal = ______________ qt

F. 4 lb = ______________ oz

G. 2 1/2 c = ______________ cc

H. 3 oz = ______________ g

FOOD PRODUCTION AND SERVICE
UNIT III

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1

A.
1. 31
2. 38
3. 30
4. 262
5. 305
6. 354
7. 2,087
8. 3,039
9. 37,275
10. 17,032

B.
1. 16
2. 31
3. 207
4. 186
5. 2,643

C.
1. 72
2. 35
3. 32
4. 2,312
5. 3,311
6. 2,892
7. 0.3699

D.
1. 3
2. 8
3. 7
4. 0.816
5. 26.2

Class Assignment Sheet #2

A. 9

B. 64

C. 4

D. 16

E. 16

F. 64

G. 600

H. 90

FSW-145-D

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL ASSIGNMENT SHEET #1--RECORD OBSERVATIONS OF BEVERAGE SERVICE IN YOUR INSTITUTION

NAME ______________________________ SCORE ______________

The sanitary portioning and serving of beverages is important to the well-being of patients and customers. Beverages should be served at the correct temperature to complement a meal. Observe the beverage service in your institution, and then answer the following questions. Write your answer in the spaces provided.

A. How are juices and milk portioned and served in your facility?

EXAMPLES: Juice made from concentrate and poured into individual containers; juice or milk dispenser used to portion beverages; prepackaged juice and milk

____

____

____

B. Are juice, milk, coffee, or tea poured immediately prior to service? ______________

If not, why? ____

____

____

____

C. Are beverages covered if poured several hours before serving? ______________

D. If a milk dispenser is used, is the milk dispensed directly into serving containers?

____

E. Are the correct measuring utensils used for portioning beverages? ______________

What type of measuring and/or weighing equipment is used? ______________

____

____

____

F. Check some of the fractions of cup beverages that have been portioned. Are they accurate? ____

CLINICAL ASSIGNMENT SHEET #1

G. Are beverages served at the correct temperature : Hot?________ Cold?________

If not, how would you improve the procedure?______________________________

____

____

H. Do the tea, coffee, and cocoa meet the quality characteristics described in this unit? ____________ If not, how would you improve the quality of these products?

____

____

____

FOOD PRODUCTION AND SERVICE
UNIT III

ANSWERS TO CLINICAL ASSIGNMENT SHEET

Clinical Assignment Sheet #1--Evaluated to the satisfaction of the clinical instructor

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL JOB SHEET #1--PREPARE ICED TEA

I. Equipment and supplies

   A. Cup measure

   B. Quart measure

   (NOTE: Glass, china, or pottery is desirable.)

   C. Gallon measure

   D. Tea bag or tea cap

   (NOTE: A tea cap is a container for loose tea.)

II. Ingredients

   A. Tea, use 2 ounces (3/4 cup) of loose tea or follow manufacturer's directions for use of institutional-sized tea bags

   B. Water, 1 gallon

III. Procedure

   A. Boil 1 quart of water just before preparing tea

   B. Put 2 ounces tea in tea cap

   C. Place tea in quart measure

   D. Pour boiling water over tea

   E. Let steep six minutes

   F. Stir

   G. Remove tea cap

   H. Pour brewed tea into gallon measure

   I. Add 3 quarts cold tap water

   J. Pour over ice just prior to serving

   K. Return all equipment to proper place

   L. Clean work area

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL JOB SHEET #2--SECTION CITRUS FRUIT

I. Equipment and supplies

  A. Serving bowl

  B. Sharp paring knife or grapefruit knife

  C. Long-bladed knife

  D. Cold water

  E. Plastic wrap

II. Ingredients

  A. Grapefruit

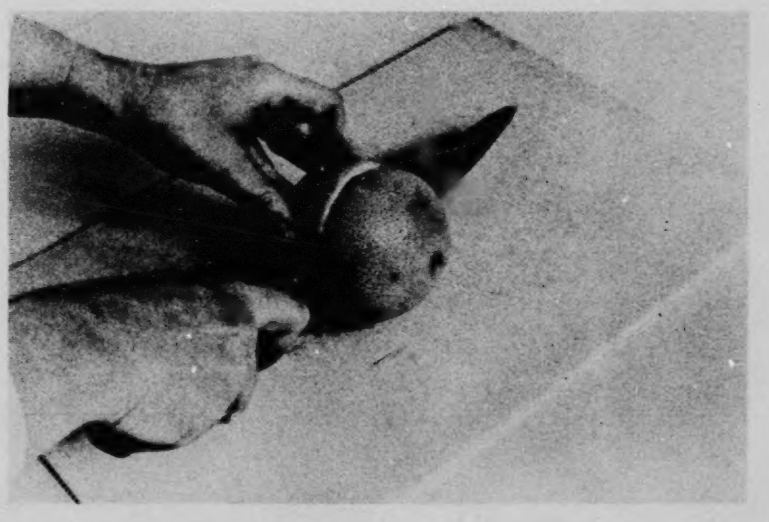
  B. Maraschino cherry

III. Procedure

  A. Wash outside of grapefruit in cold water

  B. Cut in half crosswise with long-bladed knife (Figure 1)

FIGURE 1



  C. Use paring or grapefruit knife to cut around outside of grapefruit half close to outer skin

CLINICAL JOB SHEET #2

D. Remove seeds

E. Cut individual sections as close to membranes as possible, cutting the maximum amount of pulp free

F. Place in a serving bowl

G. Garnish with half a maraschino cherry in center of each grapefruit half

H. Cover with plastic wrap

I. Serve

J. Return equipment and supplies to the proper place, and clean work area

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL JOB SHEET #3--TASTE FOOD CORRECTLY

I. Equipment

   A. Small bowl

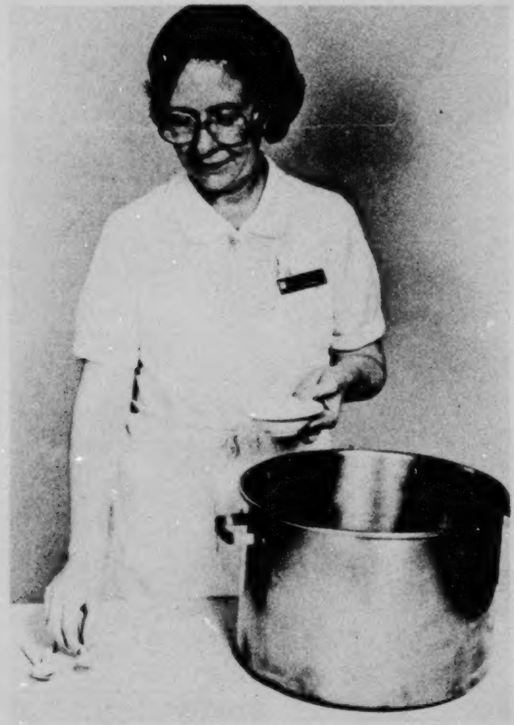
   A. Single service spoon

   C. Food to be tasted

II. Procedure

   A. Using a clean spoon, place in bowl small amount of food from container (Figure 2)

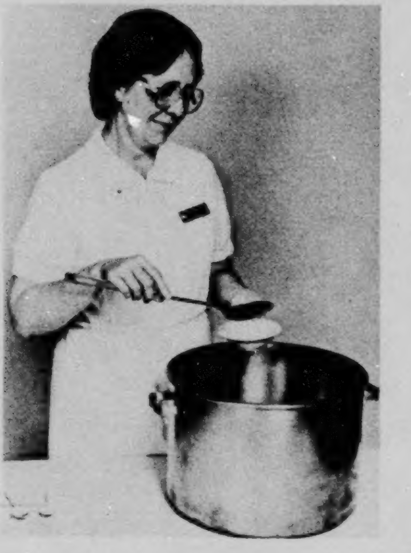
FIGURE 2



CLINICAL JOB SHEET #3

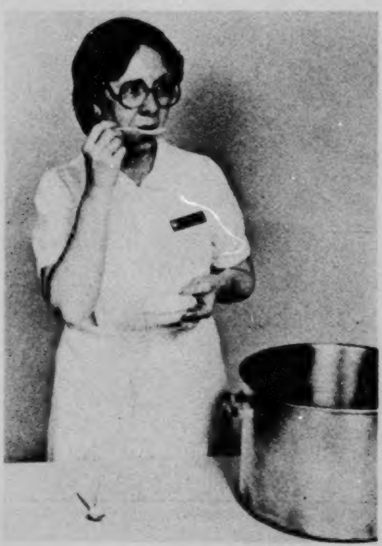
B. Use the spoon to taste food from bowl (Figure 3)

FIGURE 3



C. Taste food away from cooking area (Figure 4)

FIGURE 4



D. Discard spoon

E. Take bowl to soiled dish return in dishwashing area

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL JOB SHEET #4--MEASURE INGREDIENTS CORRECTLY

I. Equipment

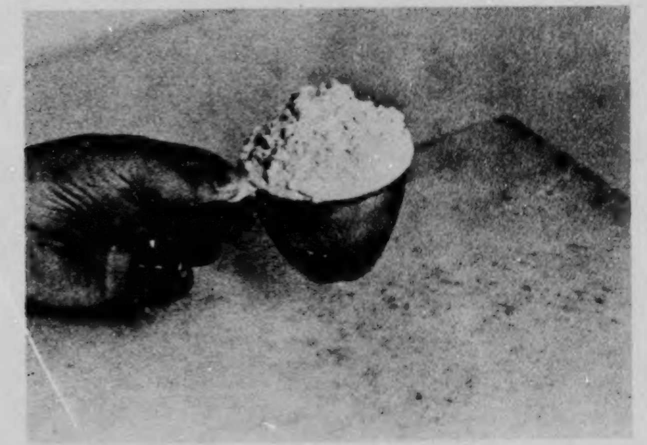
- A. Liquid measuring cup
- B. Dry measuring cup
- C. Flat-edged spatula or knife
- D. Flour or other dry ingredient
- E. Water or other liquid ingredient

II. Procedure

- A. Dry measure
  1. Fill dry measuring cup until it is rounded (Figure 5)

     (NOTE: Do not pack dry ingredients unless specified by recipe instructions.)

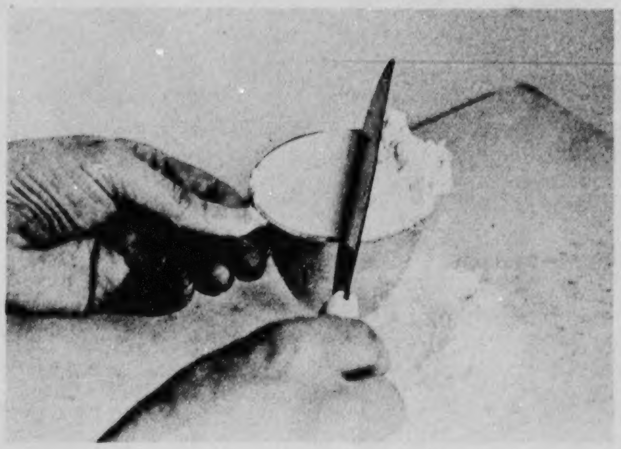
FIGURE 5



CLINICAL JOB SHEET #4

2. Level off measuring cup with flat edge of knife or spatula (Figure 6)

FIGURE 6



B. Liquid measurement

1. Fill liquid measuring cup to desired level
2. Place cup on flat surface
3. Check the amount of liquid at *eye level*

C. Return equipment and supplies to the proper place, and clean work area

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL JOB SHEET #5--PORTION AND SERVE SALADS

I. Equipment and supplies

- A. Dinner plate
- B. Paring knife
- C. Cutting board
- D. Dipper (#8)
- E. Slotted spoon
- F. Absorbent paper
- G. Plastic gloves
- H. Colander
- I. Cold water
- J. Container for water
- K. Clear plastic wrap

II. Ingredients

- A. Cottage cheese
- B. Peach halves
- C. Apricot halves
- D. Pear halves
- E. Dark sweet cherries
- F. Maraschino cherry
- G. Leaf lettuce

III. Procedure

- A. Put on plastic gloves
- B. Place lettuce on cutting board
- C. Cut off stem end of lettuce
- D. Wash lettuce in cold water

CLINICAL JOB SHEET #5

E. Allow to drain thoroughly in colander

F. Wash and sanitize cutting board

G. Remove lettuce from colander

H. Drain peaches, apricots, and pears individually in colander

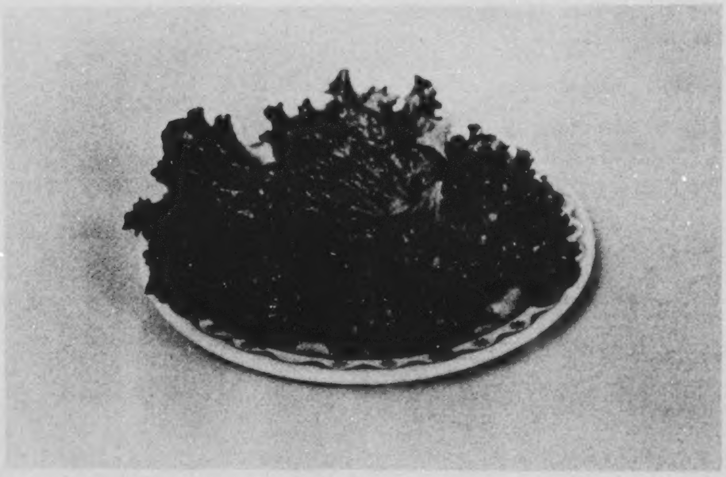
I. Dip cherries out of can with slotted spoon

J. Drain cherries on absorbent paper

K. Make a small slit in stem end of lettuce with paring knife

L. Arrange two or three lettuce leaves to cover plate with stem end toward center (Figure 7)

FIGURE 7



M. Dip #8 dipper full of cottage cheese

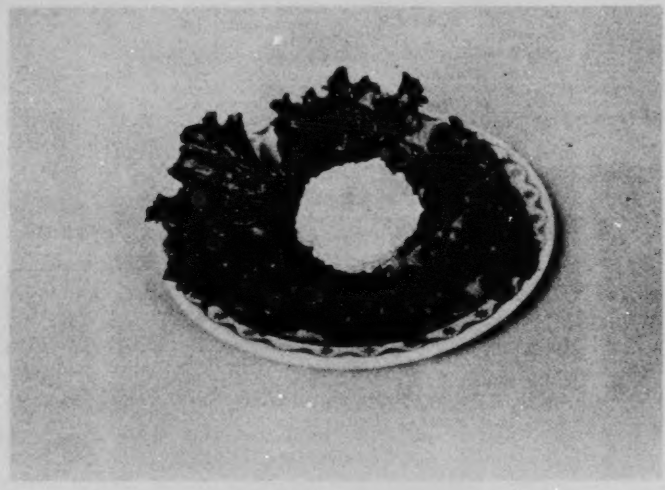
(NOTE: If cottage cheese has too much liquid, it may be drained in a small-holed strainer.)

N. Level off dipper against side of container

CLINICAL JOB SHEET #5

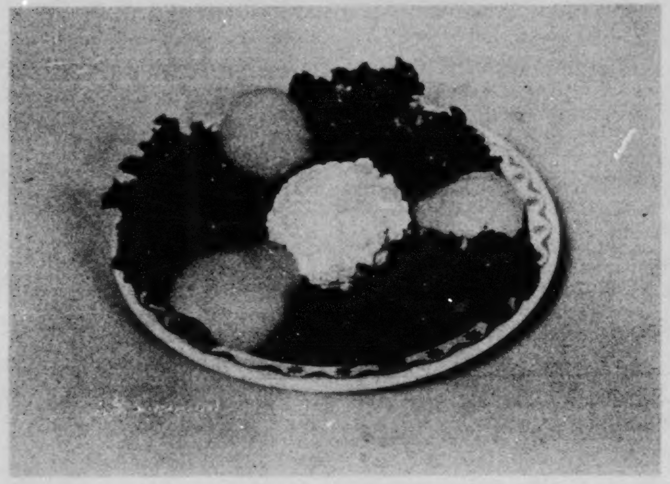
O. Place cottage cheese in center of plate, maintaining the form of the dipper (Figure 8)

FIGURE 8



P. Place three pear halves at equal intervals around the cottage cheese (Figure 9)

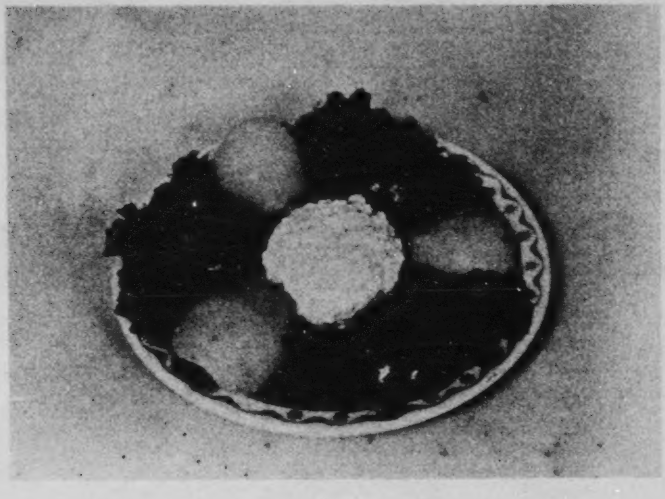
FIGURE 9



CLINICAL JOB SHEET #5

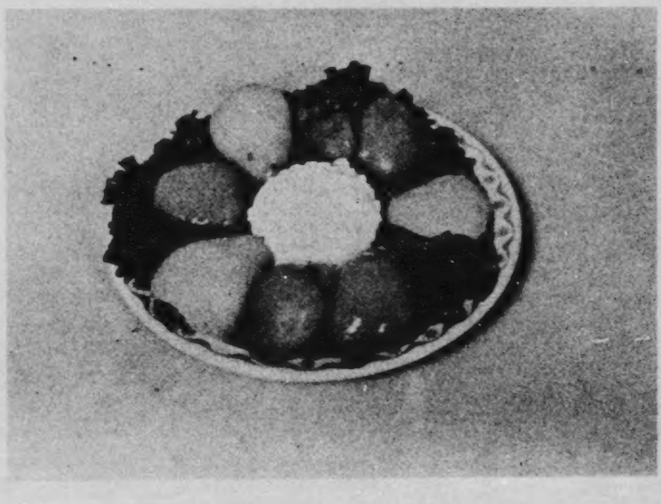
Q. Place three peach halves at equal intervals around the cottage cheese (Figure 10)

FIGURE 10



R. Overlap three apricots in rows between each peach and pear (Figure 11)

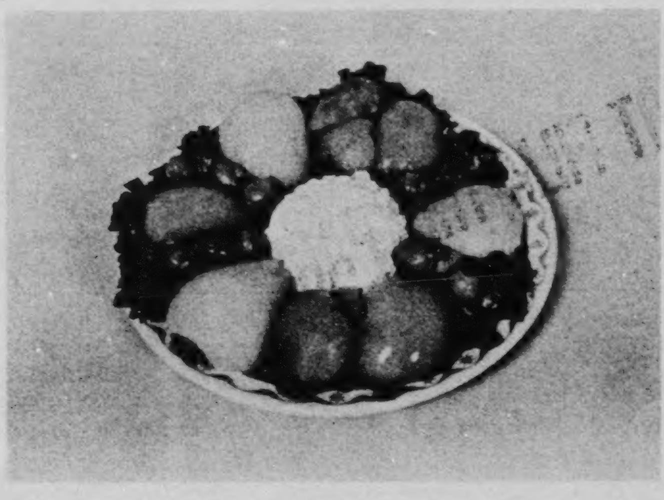
FIGURE 11



CLINICAL JOB SHEET #5

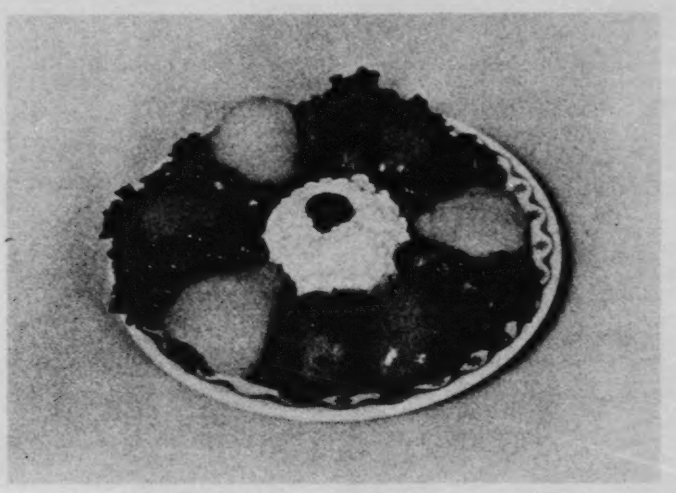
S. Fill in with dark sweet cherries (Figure 12)

FIGURE 12



T. Place a maraschino cherry in center of cottage cheese (Figure 13)

FIGURE 13



U. Cover finished cold plate with clear plastic wrap

(NOTE: Do not cover plate so tightly that it mashes and disfigures the appearance of the salad.)

V. Return equipment and supplies to the proper place, and clean work area

FOOD PRODUCTION AND SERVICE
UNIT III

CLINICAL JOB SHEET #6--OPEN CANS CORRECTLY

I. Equipment and supplies

  A. Can to be opened

  B. Clean, damp cloth

  C. Counter-mounted manual can opener

II. Procedure

  A. Check to be certain you have the desired product

  B. Wash off the top of can with a damp cloth

  C. Lift can opener handle to a vertical position

  D. Raise can opener a few inches above the can

  E. Place can next to the can opener shaft

  F. Push can opener down forcefully so that blade punctures can

  G. Return can opener handle to a horizontal position

  H. Turn handle in a clockwise motion

  I. Steady the can with your other hand

  J. Grasp the edge of the lid just before the can is completely opened

  K. Remove lid

  L. Lift the can opener handle to a vertical position

  M. Raise can opener a few inches above the can

  N. Remove the can

  O. Lower can opener

  P. Return handle to a horizontal position

  Q. Inspect opened product for metal shavings

  R. Wipe off can opener blade and wipe up any spills

  S. Return equipment and supplies to the proper place, and clean work area

FOOD PRODUCTION AND SERVICE
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with food production and service to their correct definitions. Write the correct numbers in the blanks.

_____ a. How heavy a quantity is

_____ b. Substance that prevents discoloration of fruit by preventing cut surface from coming in contact with oxygen

_____ c. Formula used to combine ingredients to obtain a desired product

_____ d. Number of servings obtained after preparation

_____ e. Volume or amount of space taken up by a given quantity

_____ f. Foods that are combined to make a new product

1. Antioxidant
2. Weight
3. Yield
4. Recipe
5. Ingredients
6. Measurement

2. State reasons for using a recipe.

a. ______________________________

b. ______________________________

c. ______________________________

____

3. Write abbreviations for weights and measurements. Write the correct answers in the blanks.

a. Few drops-- ______________

b. Few grains-- ______________

c. Teaspoon

1) ______________

2) ______________

d. Tablespoon

1) ______________

2) ______________

e. Cup-- ______________

f. Pint-- ______________

g. Quart-- ______________

TEST

h. Gallon-- ______________________________

i. Ounce-- ______________________________

j. Pound

  1) ______________________________

  2) ______________________________

k. Fluidounce-- _________________________

l. Cubic centimeter--_____________________

m. Liter--_______________________________

n. Milligram--___________________________

o. Gram--_______________________________

p. Kilogram--_________________________

4. Match weights and measurements to their correct equivalents. Write the correct numbers in the blanks. An answer may be used more than once.

WEIGHTS

_____a. 16 ounces

_____b. 1,000 milligrams

_____c. 1 kilogram

LIQUID AND DRY MEASUREMENTS

_____d. 3 teaspoons

_____e. 4 tablespoons

_____f. 8 tablespoons

_____g. 16 tablespoons

_____h. 2 cups

_____i. 2 pints

_____j. 4 quarts

_____k. 240 cubic centimeters

_____l. 1,000 cubic centimeters

1. 1 quart
2. 1/4 cup
3. 1 tablespoon
4. 1 gallon
5. 1 pint
6. 1 pound
7. 1 cup
8. 2.2 pounds
9. 1 gram
10. 1 liter or 1.06 quarts
11. 1/2 cup

TEST

5. Write equivalent weights and measurements for portion control utensils by completing the blanks in the charts below.

a. Dippers

DIPPER NUMBER	MEASURE	WEIGHT
1) ________	2 T	1 to 1 1/2 oz
24	2 2/3 T	6) ________
20	4) ________	1 3/4 to 2 oz
2) ________	4 T	7) ________
12	5 T +	2 1/2 to 3 oz
10	5) ________	3 to 4 oz
3) ________	8 T +	4 to 5 oz
6	10 T +	8) ________

b. Ladles

WEIGHT (ounces)	VOLUME (cups)
1 oz	3) ________
1) ________	1/4 c
4 oz	4) ________
6 oz	3/4 c
2) ________	1 c

6. Select from the following list quality control procedures. Write an "X" in the blank before each correct answer.

_____a. Taste food to aid in controlling flavor and quality

_____b. Use most leftovers within twenty-four hours or dispose of them

_____c. Buy the most expensive food available to ensure top quality

_____d. Label leftovers with name of food and date before storing

TEST

_____e. Keep cold food below 30°F

_____f. Taste leftovers before using to be certain of quality

_____g. Keep hot food above 120°F

7. Select from the following list general rules for service of food. Write an "X" in the blank before each correct answer.

_____a. Keep sandwiches and bread dry

_____b. Use broken pieces of meat first

_____c. Follow portion control procedures

_____d. Place cold food items away from sources of heat

_____e. Place food neatly on dishes

_____f. Place all foods in the center of the plate

_____g. Serve milk directly from original container

_____h. Garnish food to enhance its appearance

_____i. Use the correct utensil for serving

_____j. Pour gravy over all meats

_____k. Wipe off spills on dish rims

_____l. Serve hard-to-drain, juicy foods in a separate bowl

8. State two quality characteristics each for coffee, tea, and toast.

a. Coffee

1) ______________________________

2) ______________________________

b. Tea

1) ______________________________

2) ______________________________

c. Toast

1) ______________________________

2) ______________________________

TEST

9. Select from the following list general rules for making coffee. Write an "X" in the blank before each correct answer.

_____a. Follow manufacturer's directions in use and care of coffee maker

_____b. Add salt to the coffee to improve flavor

_____c. Use a clean coffee maker

_____d. Hold coffee for long periods of time

_____e. Brew at least one-half of coffee maker's capacity for best results

_____f. Use fresh coffee and proper grind for type of coffee maker used

_____g. Use cold water; heat just prior to making coffee

_____h. Maintain coffee temperature at boiling point during preparation and holding

_____i. Store coffee in a tightly covered container to maintain freshness

_____j. Use prepackaged coffee or measure exactly, according to manufacturer's recommendations

10. State five steps used in tea preparation.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

11. Select from the following list general rules for making cocoa. Write an "X" in the blank before each correct answer.

_____a. Keep prepared cocoa covered to prevent a film from forming

_____b. Prepare cocoa in a glass or ceramic container for best results

_____c. Mix ingredients so that liquid is free of sediment

_____d. Prevent scorching while heating the mixture

_____e. Maintain cocoa at boiling point while holding

12. Select from the following list suggestions for the preparation and service of fruit. Write an "X" in the blank before each correct answer.

_____a. Peel all fruits before storing

_____b. Refrigerate most fruits after washing and draining

TEST

______c. Store berries loosely in a shallow container to prevent mold growth

______d. Store fruits in a warm place

______e. Sprinkle citrus juice or antioxidant on some fruits to prevent discoloration of cut surfaces

______f. Wash fruits in hot water to remove harmful organisms

______g. Rinse fruit to remove dust, bacteria, and insecticide sprays

13. Select from the following list suggestions for the preparation and service of salads. Write an "X" in the blank before each correct answer.

______a. Drain and chill fruits before preparing salads

______b. Drain salad greens thoroughly before using

______c. Use fresh, crisp, cold salad greens

______d. Rinse salad greens in hot water to remove dust, bacteria, and insecticide sprays

______e. Lift salad greens from rinse water

______f. Arrange salad greens with stem end toward outer edge of plate when making a base

______g. Cut or tear salad greens into bite-sized pieces for a tossed salad

______h. Keep ingredients somewhat uniform in size

______i. Make a small slit in the stem end of greens to make them lie flat

______j. Soak fresh spinach overnight to be sure all insects are destroyed

______k. To prevent wilting of salad greens, do not add dressing until just before serving

(NOTE: Test questions 14-17 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

14. Complete basic math functions.

15. Determine equivalent weights and measurements.

16. Record observations of beverage service in your institution.

17. Demonstrate the ability to

    a. Prepare iced tea.

    b. Section citrus fruit.

TEST

c. Taste food correctly.

d. Measure ingredients correctly.

e. Portion and serve salads.

f. Open cans correctly.

FOOD PRODUCTION AND SERVICE
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 440. The point total for questions 1 - 13 is 197; the point total for questions 14 - 17 is 243.)

1. (12 points)
   a. 2
   b. 1
   c. 4
   d. 3
   e. 6
   f. 5

2. (6 points)
   a. Lists ingredients and amounts needed
   b. Describes how to prepare ingredients
   c. Allows different people to prepare food so that there is consistent quality and yield

3. (19 points)
   a. fd
   b. fg
   c. 1) t
      2) tsp
   d. 1) T
      2) Tbsp
   e. c
   f. pt
   g. qt
   h. gal
   i. oz

ANSWERS TO TEST

j. 1) #

2) lb

k. fl oz

l. cc

m. L

n. mg

o. g

p. kg

4. (24 points)

a. 6

b. 9

c. 8

d. 3

e. 2

f. 11

g. 7

h. 5

i. 1

j. 4

k. 7

l. 10

5. (12 points)

a. Dippers

1) 30

2) 16

3) 8

4) 3 T +

5) 6 T +

6) 1 1/2 to 1 3/4 oz

7) 2 to 2 1/4 oz

8) 6 oz

b. Ladles

1) 2 oz

2) 8 oz

3) 1/8 c

4) 1/2 c

ANSWERS TO TEST

6. (14 points)

   a, b, d, f

7. (24 points)

   a, c, d, e, g, h, i, k, l

8. (12 points)

   Answer should include any two of each of the following categories

   a. Coffee

      1) Clear amber to medium brown liquid

      2) Fresh, mellow flavor; not bitter

      3) Free of grounds and oiliness

      4) Hot

   b. Tea

      1) Clear amber liquid

      2) Flavor will depend on the type of tea used

      3) Free of leaves or cloudiness

      4) Hot or icy

   c. Toast

      1) Golden brown color

      2) Crisp texture

      3) Hot

9. (18 points)

   a, c, f, g, i, j

ANSWERS TO TEST

10. (10 points)

    Answer should include any five of the following

    a. Use a teapot made of glass, china, or pottery

    b. Use 1/2 to 1 teaspoon tea leaves or one tea bag per cup of fresh, boiling water

    c. Scald teapot to freshen, and heat before preparing tea

    d. Use freshly boiled water

    e. Maintain temperature of tea just below boiling point during steeping

    f. Remove tea leaves or bag after tea reaches desired strength

    g. If making iced tea, do not cool tea before pouring over ice

11. (10 points)

    a, c, d

12. (14 points)

    b, c, e, g

13. (22 points)

    a, b, c, e, g, h, i, k

14. Evaluated to the satisfaction of the class instructor (27 points)

15. Evaluated to the satisfaction of the class instructor (16 points)

16. Evaluated to the satisfaction of the clinical instructor (25 points)

17. Performance skills evaluated to the satisfaction of the clinical instructor

    a. (25 points)

    b. (25 points)

    c. (25 points)

ANSWERS TO TEST

d. (25 points)

e. (50 points)

f. (25 points)

WORK SIMPLIFICATION
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to understand and apply the principles of work simplification. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms and definitions associated with work simplification to their correct definitions.
2. Select from a list obstacles to efforts for improvement.
3. Name job phases that can be affected by work simplification.
4. Arrange in order the steps in work simplification.
5. Select from a list the steps for organizing work.
6. State guidelines for assembling needed equipment.
7. State the factors that affect motion economy.
8. Select from a list guidelines for motion economy in arrangement of work area.
9. Select from a list guidelines for motion economy in use of the body.
10. Select from a list guidelines for motion economy in design of tools and equipment.
11. Select from a list benefits of work simplification.
12. Practice motion economy of the body.
13. Make improvements in a task, using work simplification.

WORK SIMPLIFICATION
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparency.

   B. Arrange for a guest speaker to discuss work simplification.

   C. Provide students with objective sheet.

   D. Discuss unit and specific objectives.

   E. Provide students with information and assignment sheets.

   F. Discuss information and assignment sheets.

   G. Develop appropriate learning activities for special needs students.

   H. When discussing obstacles to efforts for improvement, see how many "killer phrases" the class can list. These are phrases they have used themselves or have heard others use when they have an "It-can't-be-done" attitude.

      EXAMPLES: It's not in the budget!
      It's too big for us.
      It's never been done before.
      It's too complicated.
      Here we go again!

   I. When discussing Information Sheet, Section IX, have students pantomime table-wiping motions to determine which type of motion is easier: back and forth or circular. First, have students wipe back and forth for two minutes, then ask them to wipe in a circular motion for two minutes. Stress that work simplification also benefits the employee by making things easier and less tiring.

   J. When discussing Information Sheet, Section X, have the class identify jobs where one hand is used as a holding device. Let the class discuss what could be done to correct this.

   K. Refer to Food Production Worker, Unit VIII. This unit discusses the setup of a sandwich production area using the principles of work simplification.

   L. Give test.

   M. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

SUGGESTED ACTIVITIES

C. Information sheet

D. Transparency master: TM #1 — Work Smarter, Not Harder

E. Class Assignment Sheet #1 — Practice Motion Economy of the Body

F. Answer to class assignment sheet

G. Clinical Assignment Sheet #1 — Make Improvements in a Task, Using Work Simplification

H. Answer to clinical assignment sheet

I. Test

J. Answers to test

III. Unit references

A. Close, Guy C., Jr. *Work Improvement.* New York: John Wiley and Sons, Inc., 1960.

B. Hospital Research and Educational Trust. *Being a Food Service Worker: Student Manual.* Bowie, Maryland: Robert J. Brady Co., 1974.

C. Kotschevar, Lendal H. *Standards, Principles, and Techniques in Quantity Food Production,* 3rd ed. York, Pennsylvania: The Maple Press Co., 1974.

D. Moosberg, Frank O. *Simplified Manual for Cooks.* Des Moines, Iowa: Frank O. Moosberg, 1968.

E. Ray, Mary F., and Evelyn L. Lewis. *Exploring Professional Cooking.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1976.

F. West, B.B., et al. *Food Service in Institutions,* 5th ed. New York: John Wiley and Sons, Inc., 1977.

WORK SIMPLIFICATION
UNIT IV

INFORMATION SHEET

I. Terms and definitions

- A. Work simplification — Developing the most practical procedure to streamline a job
- B. Motion economy — Elimination of unnecessary body action
- C. Work flow — Smooth movement in a natural progression

  EXAMPLE: Either from right to left or left to right

- D. Symmetrical — Well balanced, with one side corresponding to the other side
- E. Simultaneous — Happening at the same time

II. Obstacles to efforts for improvement

- A. Emotional blocks

  EXAMPLE: "I'm afraid I'll do it wrong!"

- B. Habit

  EXAMPLE: "I've always done it this way."

- C. Resistance to change

  EXAMPLE: "It can't be done that way."

- D. Resentment of criticism

  EXAMPLE: "Change means I haven't been doing my job right."

- E. Self-satisfaction

  EXAMPLE: "Everything's okay, why change?"

III. Job phases that can be affected by work simplification (Transparency #1)

- A. Getting ready to work
- B. Doing the job

INFORMATION SHEET

C. Putting away and cleaning up

(NOTE: Any amount of actual production time takes approximately the same amount of preparation and clean-up time.)

IV. Steps in work simplification (Transparency #1)

(NOTE: Cooperate with your supervisor in carrying out these steps.)

A. Select a job that requires much time, movement, backtracking, or repetition

B. Question each detail

(NOTE: Be motion conscious.)

C. Work out a better method

D. Use new method

(NOTE: Work simplification benefits you.)

V. Steps for organizing work

A. Know and observe rules for safety and sanitation

B. Understand assignment

C. Check instructions

(NOTE: Checking instructions includes reading recipes.)

D. Assemble supplies

E. Assemble needed equipment

F. Organize work area

G. Allot time required for preparation

EXAMPLE: Prepare first the foods that require the longest production time.

VI. Guidelines for assembling needed equipment

A. Collect all needed small equipment

B. Arrange for use of large equipment

(NOTE: Coordinate with other personnel who use the same piece of equipment.)

INFORMATION SHEET

VII. Factors that affect motion economy

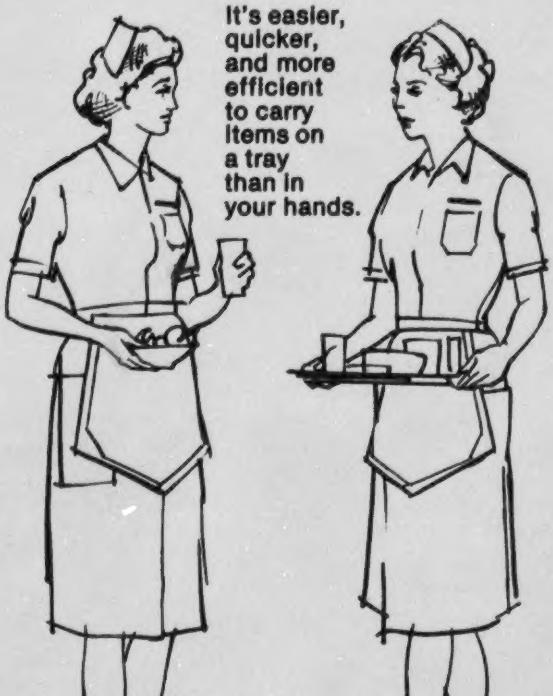
- A. Arrangement of work area
- B. Use of the body
- C. Design of tools and equipment

VIII. Guidelines for motion economy in arrangement of work area (Clinical Assignment Sheet #1)

- A. Use a tray or cart to assemble supplies (Figure 1)

EXAMPLE:

FIGURE 1


It's easier, quicker, and more efficient to carry items on a tray than in your hands.

Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

INFORMATION SHEET

B. Combine jobs

EXAMPLE: Make one trip to assemble materials from storeroom and refrigerator.

C. Use mobile equipment

EXAMPLE: Roll flour or sugar bins to preparation area.

D. Avoid hunt and search

EXAMPLE: Return equipment and supplies to proper areas.

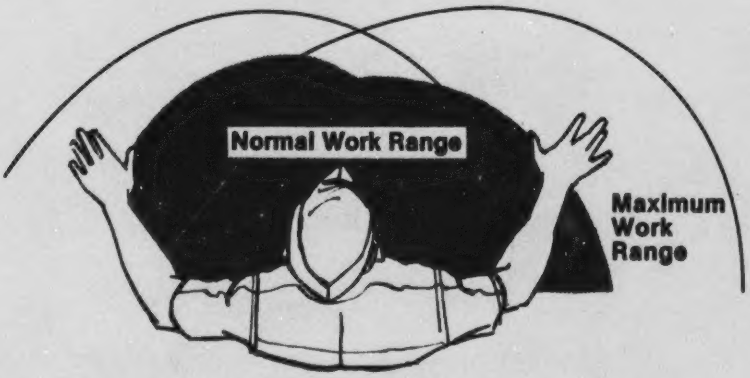
E. Be sure work area is well lit

(NOTE: If light bulbs are not working, report this to the supervisor.)

F. Have materials within maximum work range (Figures 2 and 3)

EXAMPLE:

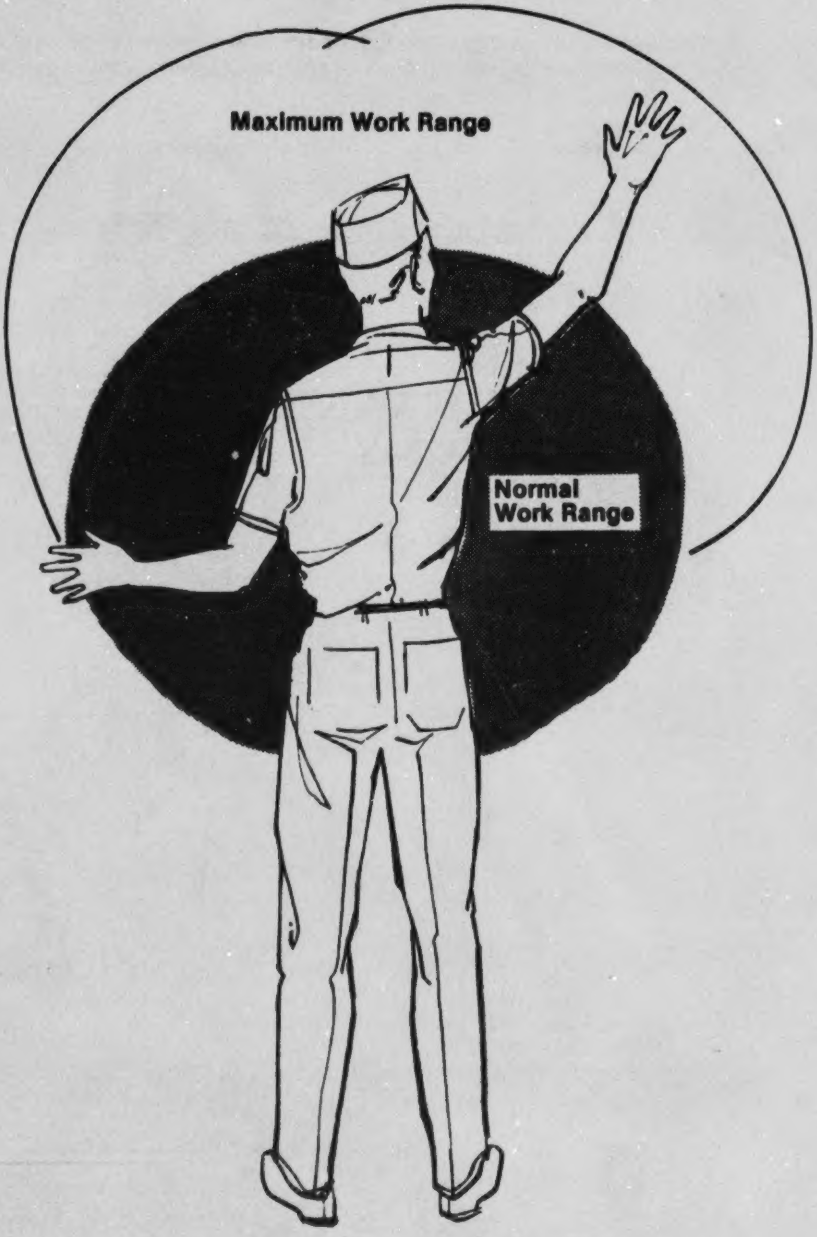
FIGURE 2



Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

INFORMATION SHEET

FIGURE 3


Maximum Work Range
Normal Work Range

Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

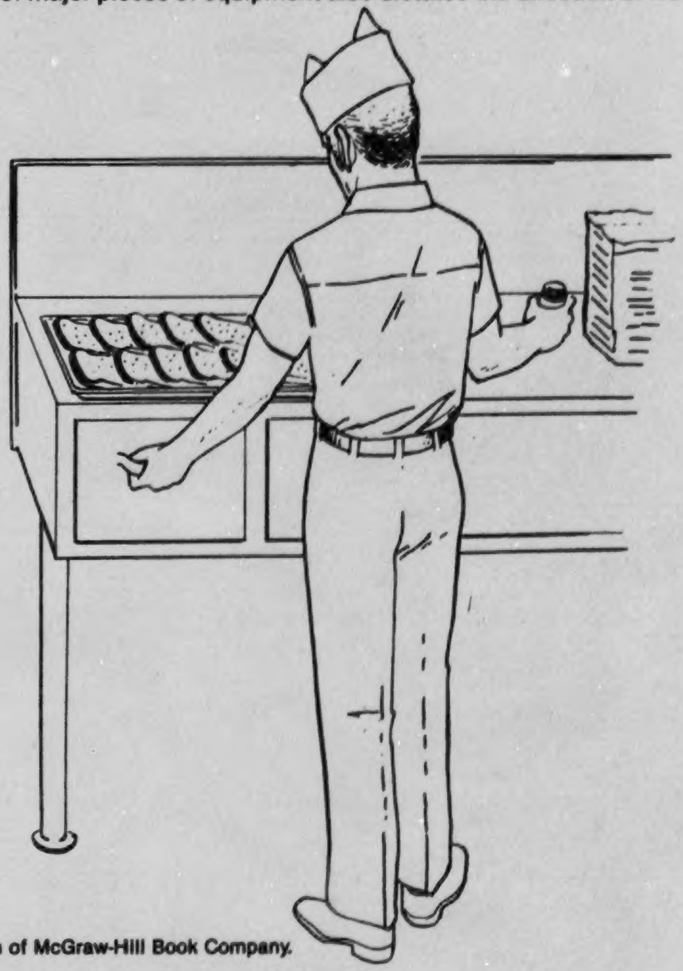
INFORMATION SHEET

G. Promote natural work flow by good location of materials (Figure 4)

(NOTE: Most right-handed people work from left to right. However, the placement of major pieces of equipment also dictates the direction of work flow.)

EXAMPLE:

FIGURE 4



Used with permission of McGraw-Hill Book Company.

H. Place items where other things will not have to be moved to get to item required

I. Keep work station arranged in a neat, orderly manner

INFORMATION SHEET

IX. Guidelines for motion economy in use of the body (Class Assignment Sheet #1 and Clinical Assignment Sheet #1)

- A. Move hands in unison, starting and stopping at the same time

  EXAMPLE: Worker reaches for a plate with one hand while using tongs to pick up a piece of meat with the other.

- B. Move arms simultaneously in opposite, symmetrical directions for best balance

- C. Use rhythmic, continuous, curved motions

  EXAMPLES: Use circular stirring motion, rather than using back and forth motion in a straight line.

- D. Use momentum or gravity

  EXAMPLE: Use drop delivery such as scraping chopped celery from a cutting board into a pan held level with table top.

- E. Repeat motions

  EXAMPLE: Slice all tomatoes for sandwiches, instead of slicing one tomato and placing on sandwich, then slicing another tomato.

- F. Reduce motions to the lowest classification

  EXAMPLE: Pushing a button on a mixer is faster than stirring a mixture by hand.

X. Guidelines for motion economy in design of tools and equipment (Clinical Assignment Sheet #1)

- A. Use devices to free hands

  EXAMPLES: Recipe holder, knee lever to drain sinks, foot pedals to open refrigerator doors

- B. Use multiple-purpose equipment

  EXAMPLES: Spreader with a cutting edge, a mixer with attachments

- C. Manipulate levers and switches with as little change in body position as possible

INFORMATION SHEET

XI. Benefits of work simplification

- A. Less fatigue
- B. Safer and better working conditions
- C. More-uniform-quality products
- D. Possibly higher wages through increased production

Work Smarter, Not Harder

WORK SIMPLIFICATION
UNIT IV

CLASS ASSIGNMENT SHEET #1 — PRACTICE MOTION ECONOMY OF THE BODY

NAME ______________________________ SCORE ____________

Many procedures performed by the food service worker require repetitive body motions. Unnecessary fatigue can result unless the worker practices motion economy. To accomplish jobs requiring hand and arm movements, smooth, continuous, curved motions should be developed. Try the exercises below to test this principle.

PART I

Try picking up a bowl and dipping a make-believe liquid into it, then capping bowl and placing it on a tray.

A. Perform this procedure as you normally would.

B. Describe in detail how you normally perform this task. ____________________

____

____

____

____

C. Perform this procedure using your left hand to pick up the bowl while your right hand dips the liquid. Place the bowl on tray with left hand while right hand reaches for lid and places it on bowl.

D. Repeat this procedure, using only one hand.

E. Did you feel off balance when using only one hand? ____________________

F. Was the procedure as you performed it in step A more like step C or step D? ______

G. What would you change in the way you performed the procedure in step A to make it easier? ____

____

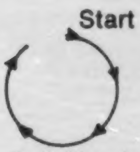
____

CLASS ASSIGNMENT SHEET #1

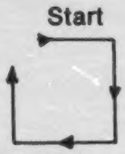
PART II

Place a large piece of paper on a table or desk. Seat yourself comfortably with a pencil or a crayon in each hand. Follow the arrows and draw the figures that follow.

A. Draw a circle and square simultaneously.

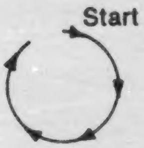


Left Hand

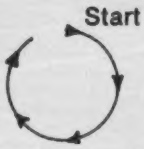


Right Hand

B. Draw two circles simultaneously.

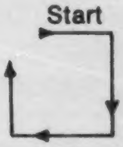


Left Hand

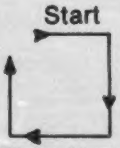


Right Hand

C. Draw two squares simultaneously.



Left Hand



Right Hand

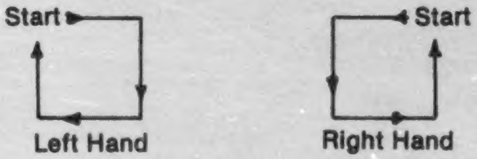
D. Is it easier to draw figures that are alike? ______________________________

E. Did you notice how the body sways and is thrown off balance when you try to draw figures that are unalike? ______________________________

____

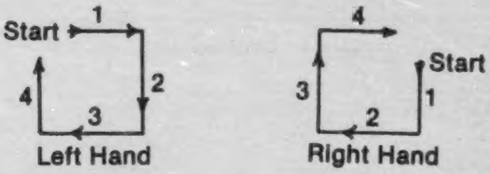
CLASS ASSIGNMENT SHEET #1

F. Draw two squares simultaneously, making motions in opposite directions.


Start
Left Hand
Start
Right Hand

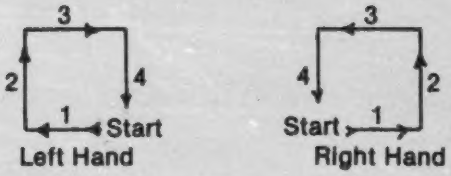
G. Did you feel steadier and have better balance than when you drew two squares simultaneously in the same direction (as in step C)? ______________________________

H. Draw two squares simultaneously, following the progression of numbers.


Start
1
2
3
4
Left Hand
4
Start
3
1
2
Right Hand

I. Did you have any difficulty? ______________________________

J. Draw two symmetrical squares simultaneously.

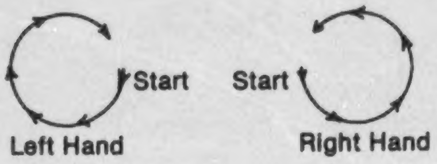

3
2
4
1
Start
Left Hand
3
4
2
Start
1
Right Hand

K. Was it easier to make corresponding motions at the same time? ______________

____

CLASS ASSIGNMENT SHEET #1

L. Draw two symmetrical circles simultaneously, making motions in opposite directions.



All illustrations used with permission of John Wiley and Sons, Inc.

M. Was it easier to draw two symmetrical circles simultaneously, making motions in opposite directions, than to draw two circles making motions in the same directions (as in step B) or to draw two squares (as in step J)? ________________________

(NOTE: When drawing circles, you use continuous, curved motions.)

WORK SIMPLIFICATION
UNIT IV

ANSWER TO CLASS ASSIGNMENT SHEET

Evaluated to the satisfaction of the class instructor

WORK SIMPLIFICATION
UNIT IV

CLINICAL ASSIGNMENT SHEET #1 — MAKE IMPROVEMENTS IN A TASK, USING WORK SIMPLIFICATION

NAME ____ SCORE ________________

We often repeat a job the same way without thinking about how it could be simplified.

PART I

Choose a task that you perform at least several times each week. Using the guidelines for motion economy, describe changes you would make to improve the task.

A. Describe task to be improved — ______________________________

B. Describe changes you would make in arrangement of work area — ______________

C. Describe changes you would make in use of the body — ________________

CLINICAL ASSIGNMENT SHEET #1

D. Describe changes you would make in design of tools and equipment — ____________

____

____

____

____

PART II

After checking with your instructor, try your new procedures and then answer the following questions.

A. Did the changes make the job easier? ____________ If so, how?

____

____

____

B. Did the changes reduce fatigue? ____________ If so, how?

____

____

____

C. Did the changes make a better, more-uniform product? ____________ If so, how?

____

____

____

WORK SIMPLIFICATION
UNIT IV

ANSWER TO CLINICAL ASSIGNMENT SHEET

Evaluated to the satisfaction of the clinical instructor

WORK SIMPLIFICATION
UNIT IV

TEST

NAME ____________________ SCORE __________

1. Match terms and definitions associated with work simplification to their correct definitions. Write the correct numbers in the blanks.

_____a. Elimination of unnecessary body action

_____b. Well balanced, with one side corresponding to the other side

_____c. Developing the most practical procedure to streamline a job

_____d. Happening at the same time

_____e. Smooth movement in a natural progression

1. Simultaneous
2. Symmetrical
3. Work flow
4. Motion economy
5. Work simplification

2. Select from the following list obstacles to efforts for improvement. Write an "X" in the blank before each correct answer.

_____a. Resentment of criticism

_____b. Habit

_____c. Emotional blocks

_____d. Self-improvement

_____e. Self-satisfaction

_____f. Resistance to change

3. Name job phases that can be affected by work simplification.

a. ____________________

b. ____________________

c. ____________________

TEST

4. Arrange in order the steps in work simplification. Write a "1" before the first step, a "2" before the second step, and so on.

   _____a. Work out a better method

   _____b. Question each detail

   _____c. Use new method

   _____d. Select a job that requires much time, movement, backtracking, or repetition

5. Select from the following list the steps for organizing work. Write an "X" in the blank before each correct answer.

   _____a. Leave a note for the morning shift to have everything ready for the afternoon shift

   _____b. Know and observe rules for safety and sanitation

   _____c. Obtain each piece of equipment as needed

   _____d. Wait for instructions from supervisor

   _____e. Check instructions

   _____f. Assemble supplies

   _____g. Assemble needed equipment

   _____h. Keep menus in a drawer so that they will not get dirty

   _____i. Organize work area

   _____j. Allot time required for preparation

   _____k. Understand assignment

6. State guidelines for assembling needed equipment.

   a. ____

   ____

   b. ____

   ____

TEST

7. State two of the factors that affect motion economy.

a. ______________________________

b. ______________________________

8. Select from the following list guidelines for motion economy in arrangement of work area. Write an "X" in the blank before each correct answer.

_____a. Use a tray or cart to assemble supplies

_____b. Combine jobs

_____c. Have materials within maximum work range

_____d. Be sure work area is well lit

_____e. Make several trips to gather equipment needed

_____f. Hide favorite utensils so that you will know where they are

_____g. Avoid hunt and search

_____h. Use mobile equipment

_____i. Place most-often-used items in hard-to-reach places

_____j. Promote natural work flow by good location of materials

_____k. Keep work station arranged in a neat, orderly manner

_____l. Place items where other things will have to be moved to get to item required

9. Select from the following list guidelines for motion economy in use of the body. Write an "X" in the blank before each correct answer.

_____a. Use one hand at a time

_____b. Use rhythmic, continuous, curved motions

_____c. Move hands in unison, starting and stopping at the same time

_____d. Move arms simultaneously in the same direction for best balance

_____e. Use momentum or gravity

_____f. Increase motions to the highest classification

_____g. Repeat motions

TEST

10. Select from the following list guidelines for motion economy in design of tools and equipment. Write an "X" in the blank before each correct answer.

______a. Manipulate levers and switches with as much change in body position as possible

______b. Use multiple-purpose equipment

______c. Use devices to free hands

11. Select from the following list benefits of work simplification. Write an "X" in the blank before each correct answer.

______a. Less fatigue

______b. Safer and better working conditions

______c. Possibly higher wages through increased production

______d. More-uniform-quality products

______e. Recognition for the supervisor

(NOTE: Test questions 12 and 13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Practice motion economy of the body.

13. Make improvements in a task, using work simplification.

WORK SIMPLIFICATION
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 279. The point total for questions 1-11 is 129; the point total for questions 12 and 13 is 150.)

1. (10 points)

   a. 4

   b. 2

   c. 5

   d. 1

   e. 3

2. (12 points)

   a, b, c, e, f

3. (3 points)

   a. Getting ready to work

   b. Doing the job

   c. Putting away and cleaning up

4. (16 points)

   a. 3

   b. 2

   c. 4

   d. 1

ANSWERS TO TEST

5. (20 points)

b, e, f, g, i, j, k

6. (6 points)

a. Collect all needed small equipment

b. Arrange for use of large equipment

7. (6 points)

Answer should include any two of the following

a. Arrangement of work area

b. Use of the body

c. Design of tools and equipment

8. (24 points)

a, b, c, d, g, h, j, k

9. (14 points)

b, c, e, g

10. (8 points)

b, c

11. (10 points)

a, b, c, d

12. Evaluated to the satisfaction of the class instructor (50 points)

13. Evaluated to the satisfaction of the clinical instructor (100 points)

TEAMWORK
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to use basic teamwork principles to improve and/or maintain good human relations in a dietary department. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Define terms associated with teamwork.
2. Select from a list ways to develop a positive attitude toward oneself.
3. State reasons for encouraging teamwork.
4. State advantages of good human relations.
5. State the key to good human relations.
6. Select from a list guidelines for getting along within the department.
7. Discuss the benefits of showing courtesy when outside the department.
8. Select from a list guidelines for getting along with other departments.
9. State guidelines for positive interaction with patients.
10. Use principles of teamwork in difficult situations.
11. Practice courtesy when outside dietary department.
12. Improve personal feelings.
13. Assess teamwork attitudes in selected job situations.
14. Make recommendations for teamwork.

TEAMWORK
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order materials to supplement unit.

   B. Develop appropriate learning activities for special needs students.

   C. Provide students with objective sheet.

   D. Discuss unit and specific objectives.

   E. Provide students with information and assignment sheets.

   F. Discuss information and assignment sheets.

   G. Give test.

   H. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Class assignment sheets

      1. Class Assignment Sheet #1 — Use Principles of Teamwork in Difficult Situations

      2. Class Assignment Sheet #2 — Practice Courtesy When Outside Dietary Department

      3. Class Assignment Sheet #3 — Improve Personal Feelings

   E. Answers to class assignment sheets

   F. Clinical assignment sheets

      1. Clinical Assignment Sheet #1 — Assess Teamwork Attitudes in Selected Job Situations

      2. Clinical Assignment Sheet #2 — Make Recommendations for Teamwork

   G. Answers to clinical assignment sheets

   H. Test

   I. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. *Being a Food Service Worker: Student Manual.* Chicago: Hospital Research and Educational Trust, 1974.

B. Grimes, Vici, and Gerald Chessar. *Food Service: Production and Service.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1977.

C. Knoll, Anne P. *Food Service Management, A Human Relations Approach.* New York: McGraw-Hill Book Company,1976.

D. Livermon, Marjorie, ed. *Oklahoma Diet Manual.* Oklahoma City, Oklahoma: Oklahoma Dietetic Association, 1982.

E. Strauss, G., and L.R. Sayles. *Personnel, The Human Problems of Management,* 4th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.

F. West, B.B., et al. *Food Service in Institutions.* New York: John Wiley and Sons, 1977.

TEAMWORK
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Teamwork — Cooperation
- B. Respect — Consideration
- C. Human relations — Social relationships between people
- D. Attitude — Feeling or emotion toward something

  (NOTE: Attitude often affects one's behavior.)

- E. Courtesy — Politeness, consideration, and cooperation

II. Ways to develop a positive attitude toward oneself (Class Assignment Sheet #3)

(NOTE: If we do not like ourselves, it is difficult to have a good attitude toward others.)

- A. Be honest
- B. Be dependable
- C. Be cheerful
- D. Seek self-improvement

  EXAMPLES: Improved personal appearance; control of behavior; professional growth

- E. Develop self-confidence
- F. Know yourself
- G. Use your abilities

  (NOTE: Know what your job is and how it is to be done.)

- H. Work for job satisfaction

  (NOTE: Make your job interesting and plan for improvement.)

- I. Give more than is expected

INFORMATION SHEET

III. Reasons for encouraging teamwork

A. To provide the best possible patient care

B. To provide a pleasant working atmosphere for the entire staff

(NOTE: Absence of teamwork can result in a tense and unfriendly working atmosphere. This not only interferes with the quality and quantity of work performed, but actually increases the fatigue that workers experience.)

IV. Advantages of good human relations

A. Promote good mental health

B. Increase job satisfaction

C. Result in a more satisfying way of life

D. Promote peaceful settling of differences

E. Result in low turnover

F. Result in low absenteeism and higher productivity

V. Key to good human relations — Treat people with respect as individuals (Clinical Assignment Sheet #1)

(NOTE: Know people's interests and problems.)

VI. Guidelines for getting along within the department (Class Assignment Sheet #1; Clinical Assignment Sheet #2)

A. With co-workers

1. Be friendly and sincere

2. Be willing to do your share

3. Respect the knowledge of other employees

4. Share with your fellow worker

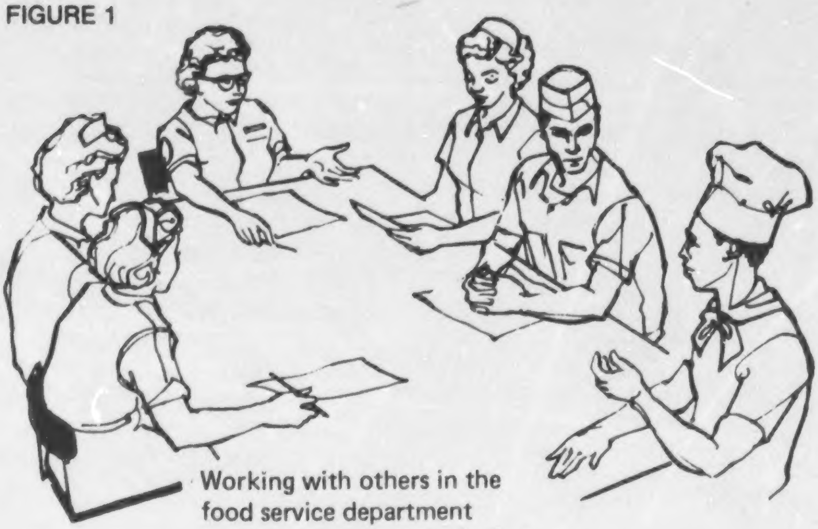
(NOTE: Share mistakes as well as successes.)

INFORMATION SHEET

5. Communicate effectively (Figure 1)

   EXAMPLE:

FIGURE 1



Working with others in the food service department requires teamwork, including conferences.

Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

B. With supervisor or employer

1. Be cooperative
2. Be flexible

   EXAMPLES: Help when short of help; be willing to work a different job.

3. Be interested
4. Be dependable
5. Follow instructions
6. Accept criticism

INFORMATION SHEET

VII. Benefits of showing courtesy when outside the department (Class Assignment Sheet #2)

A. To patients — Contribute to comfort and emotional well-being

EXAMPLE: Avoid making loud noises in patient areas so that those who are sleeping will not be disturbed.

B. To other personnel — Improve relationships between departments

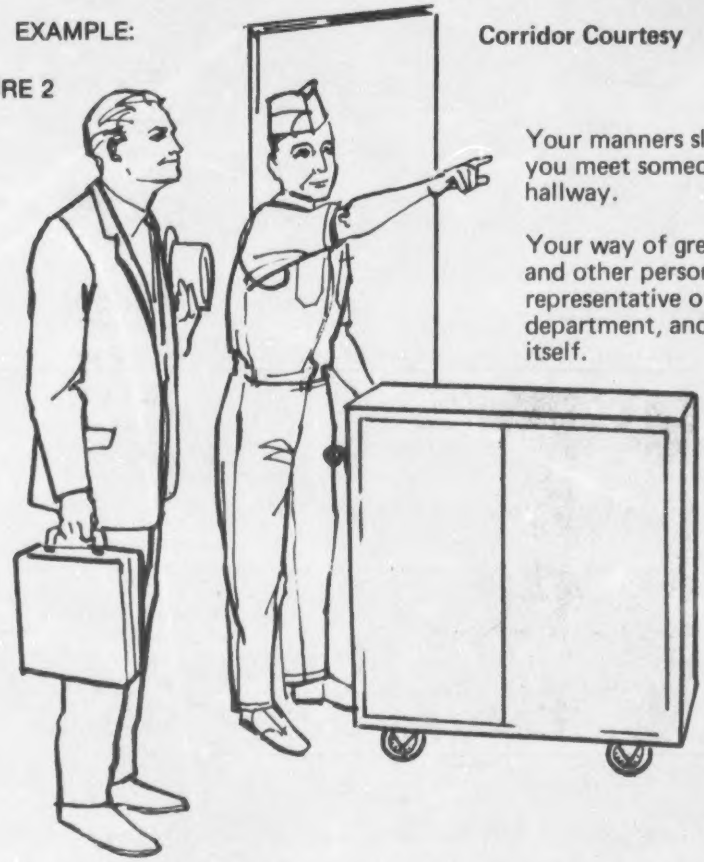
EXAMPLE: A warm friendly smile helps to make others feel more comfortable when working with you.

(NOTE: In most facilities, your uniform indicates your department. Therefore, you are representing your department to all who see you outside the department.)

C. To visitors — Promote good public relations for your institution (Figure 2)

EXAMPLE:

FIGURE 2



Corridor Courtesy

Your manners show every time you meet someone in the hallway.

Your way of greeting visitors and other personnel will be representative of you, your department, and the institution itself.

Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

INFORMATION SHEET

VIII. Guidelines for getting along with other departments (Clinical Assignment Sheet #2)

(NOTE: Good working relations with other departments result in good patient care.)

A. Practice good personal discipline

EXAMPLE: Control your temper when someone makes you angry.

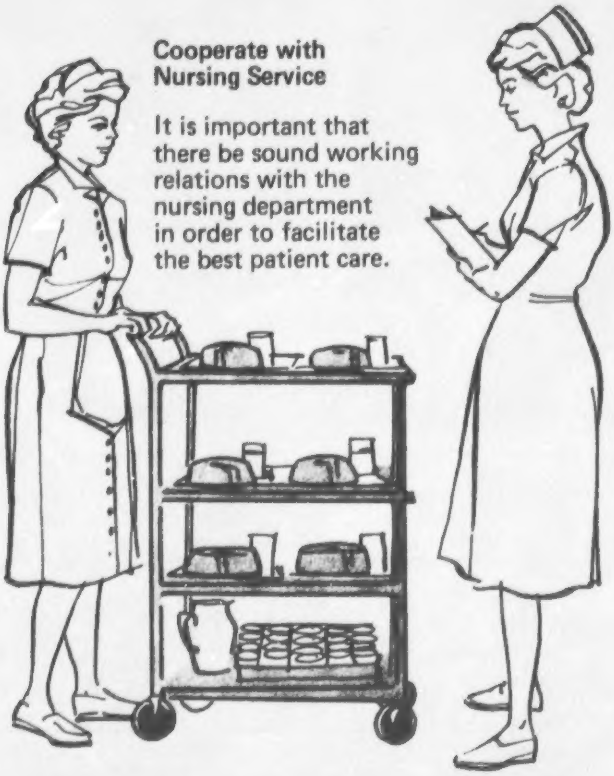
B. Have a good attitude

C. Be willing to cooperate

D. Recognize that each department has an important part to play in caring for patients (Figure 3)

EXAMPLE:

FIGURE 3



Cooperate with Nursing Service

It is important that there be sound working relations with the nursing department in order to facilitate the best patient care.

Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

INFORMATION SHEET

IX. Guidelines for positive interaction with patients

A. Be friendly

EXAMPLES: Smile; greet patient by name.

B. Be pleasant

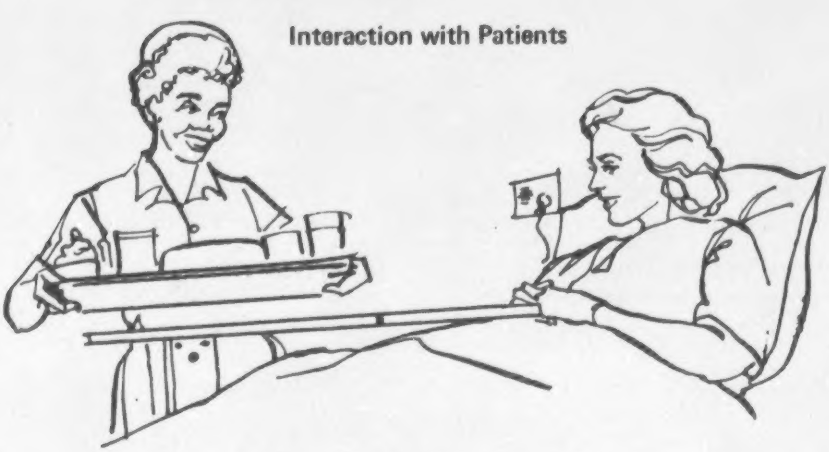
(NOTE: Avoid making patients feel they have caused you any inconvenience or have made your job more difficult.)

C. Be courteous

D. Show respect (Figure 4)

EXAMPLE:

FIGURE 4



Interaction with Patients

Mealtime is a highlight in patient's day. Try your best to make it a pleasant time. Be pleasant, friendly, and courteous at all times.

Used with permission of the Hospital Research and Educational Trust, Chicago, Illinois.

TEAMWORK
UNIT I

CLASS ASSIGNMENT SHEET #1 — USE PRINCIPLES OF TEAMWORK IN DIFFICULT SITUATIONS

NAME ______________________ SCORE __________

Each day as we perform our jobs, we must deal with human relations. Sometimes it is difficult to know how to handle a situation without creating even greater problems. Use the following situations to improve your ability to handle problems involving human relations.

PART I — Write your suggestions for handling the following situations.

A. Your friend at work is often absent; you must do her work load when she is absent.

____

____

B. You must be absent from work.

____

____

C. The job you have does not interest you at all.

____

____

D. You cannot get along well with several of your co-workers.

____

____

E. You find you have some very strong negative thoughts about your supervisor.

____

____

F. No one likes the new employee in your department, but you think he is all right. You find the other employees are playing tricks on the new employee.

____

____

CLASS ASSIGNMENT SHEET #1

G. You notice as you are getting ready to leave work for the day that the supervisor is carrying out some food.

____

____

H. You have just completed a job that you thought was outstanding. The supervisor finds many things wrong and corrects you loudly in front of other employees.

____

____

PART II — Discuss your answers with your class as directed by your instructor.

TEAMWORK
UNIT I

CLASS ASSIGNMENT SHEET #2 — PRACTICE COURTESY WHEN OUTSIDE DIETARY DEPARTMENT

NAME ______________________________ SCORE ____________

It is important for the food service worker to be courteous and helpful to visitors, patients, and other personnel. The following exercise is designed to give you practice in developing these skills.

Your instructor will assign two students to role play each of the following situations. Observe the role play and then answer the questions following each situation. Write your answers in the spaces provided.

PART I

SITUATION: A visitor stops the employee and asks directions to the office of the director of nursing.

QUESTIONS

A. Was the employee courteous? __________ If not, recommend how the employee's manners could have been improved.

____

____

B. Were the directions clear and complete? __________ If not, how could the directions have been improved?

____

____

CLASS ASSIGNMENT SHEET #2

PART II

SITUATION: A patient hands the employee a $1.00 bill and states, "Would you mind buying a pack of cigarettes for me?"

QUESTIONS

A. Was the employee courteous and respectful? __________ If not, how could the employee's response be improved? ______________________________

____

B. Was the patient made to feel good or bad by this encounter with the employee?

__________ Explain why. ______________________________

____

PART III

SITUATION: The director of nursing approaches the dietary employee and states that she wishes the dietary department would put out better food.

QUESTIONS

A. Did the director of nursing feel better about the dietary department because of the way the employee handled this situation? __________ Explain why. ______________

____

B. Was the dietary employee courteous and respectful? ______________________

If not, how could the employee's reply be improved? ______________________

____

____

C. Why is it difficult to be courteous in situations like this?

____

____

TEAMWORK
UNIT I

CLASS ASSIGNMENT SHEET #3 — IMPROVE PERSONAL FEELINGS

NAME ________________________________

As discussed in Information Sheet, Section II, we must have a good attitude toward ourselves in order to get along well with others. By analyzing how you see yourself, you can determine ways to improve the way you feel about yourself.

PART I — Write the letters of your first and last name. Complete each letter with a word that describes you. Complete in the space provided.

EXAMPLE: BETTY
Beautiful
Envious
Truthful
Thorough
Young

NAME ____

CLASS ASSIGNMENT SHEET #3

PART II — Analyze how you see yourself by completing the following rating form. Add up your points.

	Always (10 points)	Usually (7 points)	Sometimes (5 points)	Never (3 points)
1. Do you like yourself?				
2. Do you like your appearance?				
3. When you speak of others, is it always necessary, kind, and truthful?				
4. Do you display your strongest traits?				
5. Do you recognize your weakest traits and try to improve?				
6. Do you find the good in your friends?				
7. Do you make your own decision, regardless of whether the gang thinks it is right or wrong?				
8. Are you happy?				
Subtotals				
			Total points	

Scoring:

70 to 80 — You have a good attitude toward yourself

60 to 70 — Check your attitudes and self-confidence

PART III — List the questions you scored as five points or three points. What do you think you can do to improve in these areas?

____

____

____

____

____

____

TEAMWORK
UNIT I

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1

The following are some suggested answers. You may arrive at some other solutions as the questions are discussed in class.

A. You should tell the friend that her absence is difficult for you since you must complete both her work load and yours. If the situation continues, you should speak to your supervisor.

B. You should call in and notify your supervisor as soon as you know that you must be absent from work so that a replacement can be found to do your job.

C. Discuss the situation with your supervisor, and possibly a different type of job may be available for you.

D. You should explore the various reasons why you are having trouble with your co-workers. Ask your supervisor to help you to understand the situation.

E. Discuss your feelings with your supervisor; you may be able to determine why the feelings exist and improve the relationship between you and your supervisor.

F. You should be kind and considerate of the new employee and express your opinion to the other employees that they should not make it hard for the new employee. If the tricks continue, you should discuss the situation with your supervisor.

G. You should notify the administrator of the facility that you noticed the supervisor carrying out food and let the administrator handle the situation.

H. You should express your feelings in private to the supervisor. You should also state that you felt you had completed the job well and ask for an explanation of what you did wrong. You also have a right to ask the supervisor not to correct you in front of other employees, because it is embarrassing and degrading to you.

Class Assignment Sheet #2 — Evaluated to the satisfaction of the class instructor

Class Assignment Sheet #3 — Completed to the satisfaction of the class instructor

TEAMWORK
UNIT I

CLINICAL ASSIGNMENT SHEET #1 — ASSESS TEAMWORK ATTITUDES IN SELECTED JOB SITUATIONS

NAME ______________________________ SCORE ____________

The following is a list of behaviors that have come from positive and negative attitudes. Under each behavior, list whether a positive or a negative attitude has been shown. List under each situation one person who might be affected.

EXAMPLE: "I am finished with my work and have fifteen minutes before my shift is over. I think I'll find someone who needs some help."

Attitude — Positive

Who is affected? — Fellow employees

A. I think I'll leave work five minutes early because I came in five minutes early. Nobody will ever know.

Attitude — ______________________________

Who is affected? — ______________________________

B. No one is looking. They won't miss just one lousy pencil if I take it. Everyone else does it.

Attitude — ______________________________

Who is affected? — ______________________________

C. Oh, my gosh! I overslept! Guess I'll call the boss and see if I can work the late shift.

Attitude — ______________________________

Who is affected? — ______________________________

D. It's Friday; and, wow, is it ever beautiful outside! I'll leave now and on Monday tell the boss I forgot to clock out. Nobody will ever miss me.

Attitude — ______________________________

Who is affected? — ______________________________

E. I'm not paid to wash pots. I'm a cook, so wash your own pots!

Attitude — ______________________________

Who is affected? — ______________________________

CLINICAL ASSIGNMENT SHEET #1

F. Never thought I'd be going to work thirty minutes early so that I could go to that training program. And on my own time!

Attitude — ____________________

Who is affected? — ____________________

G. The cook just told me off. Man, am I ever gonna get him. He's not my boss.

Attitude — ____________________

Who is affected? — ____________________

H. Mary said for me to do this task step by step until I learned the procedure. That will take forever. I'll do it *my* way. It'll be lots quicker.

Attitude — ____________________

Who is affected? — ____________________

I. Nobody in the kitchen likes John. I guess I don't either. I don't know why, though.

Attitude — ____________________

Who is affected? — ____________________

J. They hired me as a cook. Now they want me to work in salads until Bob gets out of the hospital. I knew this was a messed-up outfit.

Attitude — ____________________

Who is affected? — ____________________

K. My doctor needs to run some tests next week. Would it be permissible for me to leave work for the appointment? If it's okay, which day would be best?

Attitude — ____________________

Who is affected? — ____________________

L. The boss is two years younger than I am, but she really knows a lot about the business. I feel funny being older and more experienced than she is.

Attitude — ____________________

Who is affected? — ____________________

TEAMWORK
UNIT I

CLINICAL ASSIGNMENT SHEET #2 — MAKE RECOMMENDATIONS FOR TEAMWORK

NAME ______________________________ SCORE ______________

Every employee has opportunities to improve the teamwork in a department or facility. Observe incidents in your facility where teamwork is an important factor and make recommendations for improvements.

PART I

A. Describe an incident or situation requiring teamwork between employees within an area or department.

____

____

____

____

____

B. How did employees use teamwork to deal with this situation?

____

____

____

____

____

C. Who suffered most when all employees were not working together as a team?

____

____

____

____

____

CLINICAL ASSIGNMENT SHEET #2

D. How could teamwork have been improved in this situation?

____

____

____

____

____

PART II

A. Describe an incident or situation requiring teamwork between departments.

____

____

____

____

____

B. How was teamwork involved in this situation?

____

____

____

____

____

C. Who suffered most if all employees were not working together as a team?

____

____

____

____

____

CLINICAL ASSIGNMENT SHEET #2

D. How could teamwork have been improved in this situation?

TEAMWORK
UNIT I

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2 — Evaluated to the satisfaction of the clinical instructor

TEAMWORK
UNIT I

TEST

NAME ________________________ SCORE ____________

1. Define the following terms associated with teamwork.

   a. Teamwork — ______________________________
   ____

   b. Respect — ______________________________
   ____

   c. Human relations — ______________________________
   ____

   d. Attitude — ______________________________
   ____

   e. Courtesy — ______________________________
   ____

2. Select from the following list ways to develop a positive attitude toward oneself. Write an "X" in the blank before each correct answer.

   _____a. Seek self-improvement

   _____b. Display your weakest traits

   _____c. Be honest

   _____d. Be cheerful

   _____e. Follow the gang, right or wrong

   _____f. Be dependable

   _____g. Give only what is expected

   _____h. Know yourself

   _____i. Develop self-confidence

TEST

______j. Give more than is expected

______k. Do not be confident about yourself

______l. Work for job satisfaction

______m. Use your abilities

3. State reasons for encouraging teamwork.

a. ______________________________

b. ______________________________

4. State four advantages of good human relations.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

5. State the key to good human relations.

____

____

6. Select from the following list guidelines for getting along within the department. Write an "X" in the blank before each correct answer.

a. With co-workers

______ 1) Do your own work; do not offer to do someone else's

______ 2) Be friendly and sincere

______ 3) Talk about co-workers as long as they do not know you are doing it

______ 4) Be willing to do your share

______ 5) Do not listen to other employees; their information may be wrong

______ 6) Do not offer to work another job

______ 7) Respect the knowledge of other employees

TEST

_____ 8) Communicate effectively

_____ 9) Share with your fellow worker

b. With supervisor or employer

_____ 1) Accept criticism

_____ 2) Do not offer to come in on your day off

_____ 3) Be cooperative

_____ 4) Be dependable

_____ 5) Do not follow instructions; do your own thing

_____ 6) Be interested

_____ 7) Be flexible

_____ 8) Follow instructions

_____ 9) Never offer to work a different job

_____10) Do not worry if you come in an hour late once or twice a week

7. Discuss the benefits of showing courtesy when outside the department.

a. To patients — ____

____

b. To other personnel — ____

____

c. To visitors — ____

____

8. Select from the following list guidelines for getting along with other departments. Write an "X" in the blank before each correct answer.

_____a. Tell people each time when they make a mistake

_____b. Be willing to cooperate

_____c. Practice good personal discipline

TEST

_____d. Relay only important messages

_____e. Have a good attitude

_____f. Let everyone know you realize you work in the most important department in the facility

9. State three guidelines for positive interaction with patients.

   a. ______________________________

   b. ______________________________

   c. ______________________________

(NOTE: Test questions 10-14 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Use principles of teamwork in difficult situations.

11. Practice courtesy when outside dietary department.

12. Improve personal feelings.

13. Assess teamwork attitudes in selected job situations.

14. Make recommendations for teamwork.

TEAMWORK
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning situation. The point total for the entire test is 280. The point total for questions 1-9 is 120; the point total for questions 10-14 is 160.)

1. (10 points)

    a. Teamwork — Cooperation

    b. Respect — Consideration

    c. Human relations — Social relationships between people

    d. Attitude — Feeling or emotion toward something

    e. Courtesy — Politeness, consideration, and cooperation

2. (22 points)

    a, c, d, f, h, i, j, l, m

3. (4 points)

    a. To provide the best possible patient care

    b. To provide a pleasant working atmosphere for the entire staff

4. (8 points)

    Answer should include any four of the following

    a. Promote good mental health

    b. Increase job satisfaction

    c. Result in a more satisfying way of life

    d. Promote peaceful settling of differences

    e. Result in low turnover

    f. Result in low absenteeism and higher productivity

ANSWERS TO TEST

5. (16 points)

   Treat people with respect as individuals

6. (36 points)

   a. 2, 4, 7, 8, 9

   b. 1, 3, 4, 6, 7, 8

7. (6 points)

   Discussion should include the following

   a. To patients — Contribute to comfort and emotional well-being

   b. To other personnel — Improve relationships between departments

   c. To visitors — Promote good public relations for your institution

8. (12 points)

   b, c, e

9. (6 points)

   Answer should include any three of the following

   a. Be friendly

   b. Be pleasant

   c. Be courteous

   d. Show respect

10. Evaluated to the satisfaction of the class instructor (24 points)

11. Evaluated to the satisfaction of the class instructor (30 points)

12. Evaluated to the satisfaction of the class instructor (20 points)

ANSWERS TO TEST

13. Evaluated to the satisfaction of the clinical instructor (36 points)

14. Evaluated to the satisfaction of the clinical instructor (50 points)

BASIC COMMUNICATION SKILLS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to use basic communication skills in performing daily job assignments. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with basic communication skills to their correct definitions.
2. Name parts of communication.
3. Name methods of communication.
4. Name uses of communication.
5. Distinguish between results of good and poor communication.
6. Name paths of communication in a health care facility.
7. Select from a list communication skills needed by a food service worker.
8. Select from a list guidelines for effective listening.
9. Select from a list rules for correct use of the telephone.
10. Select from a list rules for spoken communication.
11. State ways to improve reading as a communication skill.
12. Select from a list rules for effective writing.
13. Distinguish between acceptable and unacceptable ways of dealing with gossip and rumors.
14. Discuss proper handling of confidential information.
15. Pronounce words distinctly.
16. Carry out written instructions.
17. Demonstrate the use of communication skills to complete a task.

OBJECTIVE SHEET

18. Evaluate proper use of the telephone in dietary department.

19. Apply rules for effective writing.

20. Observe the use of basic communication skills in job-related incidents.

BASIC COMMUNICATION SKILLS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order films and other materials planned to supplement unit.

      1. Films

         a. *Communicating Effectively: An Essential Skill for Job Success*. Color, 16 mm, 20 minutes, 1977. Available from University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820, 217/333-1360.

            (NOTE: In this film, various communication techniques are explored, including verbal and nonverbal techniques. The premise of the film is that good communication skills, attitudes, and personal success go hand in hand.)

         b. *Communication Roadblocks*. Color, 16 mm, 16 minutes, 1977. Available from University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820.

            (NOTE: Defining terms and distinguishing fact from opinion are basic in avoiding frustration, anger, and conflict. In this film, humorous vignettes illustrate how words mean different things to different people, how verbal accidents affect human behavior, and how some problems can be solved.)

         c. *Communications or Confrontations?* Color, 16 mm, 19 minutes, 1975. Available from University of Illinois Film Center, 1325 South Oak Street, Champaign, Illinois 61820.

            (NOTE: This film studies a significant problem in the area of interpersonal relations—those situations in which a deeply ingrained personal viewpoint blocks effective communication between individuals. The discussion is open-ended to encourage further discussion.)

         d. *Telephone Manners*. Color, 16 mm, 11 minutes, National Educational Media, Inc., 1975. Available from National Educational Media, Inc., 15760 Ventura Boulevard, Encino, California 91436. Study guide available; order number "B401."

            (NOTE: This film demonstrates the important steps in answering a phone call. It tells how to take calls, personalize calls, use natural conversational tones, take messages accurately, and respond to the mood of the caller.)

SUGGESTED ACTIVITIES

e. *Courtesy Is the Answer.* Color, 16 mm, 17 minutes, National Educational Media, Inc., n.d. Available from National Educational Media, Inc., 15760 Ventura Boulevard, Encino, California 91436. Study guide available; order number "H206."

(NOTE: The film shows how courtesy keeps a service industry operating successfully. Hotel employees stress importance of a courteous attitude toward fellow employees as well as customers, and show how that "little bit extra" tells people that they really care.)

2. Filmstrip — *Receiving Telephone Calls.* Color, approximately 10 minutes, National Educational Media, Inc., n.d. Available from National Educational Media, Inc., 15760 Ventura Boulevard, Encino, California 91436, 213/990-2125. Study guide available; order number "S882."

(NOTE: This filmstrip presents the essentials for handling incoming telephone calls, including how to take clear, error-free messages and how to use common courtesy with every call. The film points out that the voice on the phone is the voice of the organization.)

B. Make transparencies.

C. Provide students with objective sheet.

D. Provide students with information and assignment sheets.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

G. Gather scissors, pens or pencils, tape, and paper so that students can complete Class Assignment Sheet #3. Before giving students the assignment sheet, divide the class into small groups of four, six, or eight students. Instruct each group to give itself a name. Hand out the assignment sheet and have students complete the assignment by following the written directions.

H. Develop appropriate learning activities for special needs students.

I. Use the game of "gossip" to reinforce Information Sheet, Section V, and Objective 5.

1. Point out to students that poor communication occurs when a misunderstanding between speaker and receiver results in confusion and disagreement. Also stress that failure to state the message clearly can result in poor communication.

2. Divide the class into small groups (not more than six or eight per group); have each group sit in a circle.

SUGGESTED ACTIVITIES

3. Provide one person in each group with a pencil and a piece of paper. Provide the person to his or her right with a piece of paper with a message. (Be sure to instruct this person to keep the message a secret.)

   EXAMPLES: Mr. Williamson is tired of water-packed fruit, and he requests a banana for supper.

   The leftover casserole is in the meat refrigerator and should be warmed for the cafeteria line.

   Mrs. Watson has been dismissed and needs to be instructed on a low-sodium, low-cholesterol diet.

4. Instruct person with written message to whisper the message into the ear of the person sitting on the right. *Instruct students not let anyone see the written message!*

5. Instruct each student to whisper the message heard into the ear of the person on the right.

6. Ask last student to hear whispered message to write message on the chalkboard.

7. Compare the original written message with the message heard by the last student in each group. Use group questioning techniques.

   EXAMPLES: What part or parts of this communication caused the message to be distorted?

   Which method of communication was most used in repeating the message: verbal or nonverbal?

   What could be the results of this communication when compared to information in Section V of Information Sheet?

   What similar experiences have you had in which information received from the "grapevine" was incorrect?

J. When using Transparency #5 in discussing Information Sheet, Section VIII, point out that figures used in this transparency will be reinforced in Class Assignment Sheet #2 and in Clinical Assignment Sheets #1 and #2.

K. List on the board special considerations for communicating with an individual who is hard of hearing.

L. Ask the class to identify some ways to communicate nonverbally.

M. Share with class *Body Language* by Julius Fast (published by M. Evans and Company, Inc., 1970). This book can be obtained at most local libraries.

SUGGESTED ACTIVITIES

N. Have students observe each other to record verbal and nonverbal feedback. Share the lists with the class.

O. Identify common words that mean different things to the class members.

EXAMPLES: *Middle class, fashionable, obese, natural*

P. Put the word *assume* on the board. Tell students "Do not assume!" It makes an *ass* out of *u* and *me*.

Q. Arrange for a telephone company representative to speak to class on proper use of company's equipment.

R. Give test.

S. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1 — Body Language: Use of Space
2. TM #2 — Simple Communication
3. TM #3 — Complex Communication
4. TM #4 — Effective Communication
5. TM #5 — Daily Communication
6. TM #6 — We Hear What We Expect to Hear
7. TM #7 — This Is a Code Message
8. TM #8 — Listening

E. Class assignment sheets

1. Class Assignment Sheet #1 — Pronounce Words Distinctly
2. Class Assignment Sheet #2 — Carry Out Written Instructions
3. Class Assignment Sheet #3 — Demonstrate the Use of Communication Skills to Complete a Task

F. Answers to class assignment sheets

SUGGESTED ACTIVITIES

G. Clinical assignment sheets

   1. Clinical Assignment Sheet #1 — Evaluate Proper Use of the Telephone in Dietary Department
   2. Clinical Assignment Sheet #2 — Apply Rules for Effective Writing
   3. Clinical Assignment Sheet #3 — Observe the Use of Basic Communication Skills in Job-Related Incidents

H. Answers to clinical assignment sheets

I. Test

J. Answers to test

III. Unit references

A. Brilliant, Ashleigh. *Appreciate Me Now and Avoid the Rush*. Santa Barbara, California: Woodbridge Press Publishing Company, 1981.

B. Fast, Julius. *Body Language*. New York: M. Evans and Company, Inc., 1970.

C. Halloran, Jack. *Applied Human Relations: An Organizational Approach*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

D. Knoll, Anne P. *Food Service Management: A Human Relations Approach*. New York: McGraw-Hill Book Company, 1976.

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F. Strauss, George, and Leonard Sayles. *Personnel: The Human Problems of Management*, 3rd ed. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

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BASIC COMMUNICATION SKILLS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Communication — Process of giving and receiving information

(NOTE: Communication encompasses all human behavior that results in an exchange of meaning.)

B. Effective listening — Giving close attention to the sender, with the purpose of hearing and understanding the message

C. Grapevine — Source of information that bypasses the formal chain of communication

(NOTE: One study found that three-fourths of the company rumors were accurate.)

D. Verbal communication — Use of words to transfer information, thoughts, or opinions to another

EXAMPLES: Talking, writing, viewing an audio-visual presentation, listening

(NOTE: An estimated 35 percent of a message's content is communicated verbally.)

E. Nonverbal communication — All forms of communication that do not require words

EXAMPLES: Body language, tone of voice, volume of voice, actions, conditions in environment, use of time and space

(NOTE: An estimated 65 percent of a message's content is communicated nonverbally.)

F. Body language — One form of nonverbal communication

EXAMPLES: Hand gestures, dress, facial expression, eye contact, body movements, and posture (Transparency #1)

(NOTE: Without verbal communication, body language expresses how a person feels.)

G. Feedback — Verbal and nonverbal responses to a message that are perceived by the sender of that message

EXAMPLES: Nonverbal — nodding, smiling, making eye contact;
verbal — asking relevant questions, responding appropriately

INFORMATION SHEET

II. Parts of communication (Transparencies #2 and #3; Class Assignment Sheet #3; Clinical Assignment Sheet #3)

A. Sender

(NOTE: The sender must give the message clearly.)

B. Message

(NOTE: The message is the information transferred from sender to receiver.)

C. Receiver

(NOTE: The receiver must understand the meaning of the message as intended by the sender.)

III. Methods of communication

A. Verbal

EXAMPLES: Talking, writing

B. Nonverbal

EXAMPLES: Touching, using body language

IV. Uses of communication

A. Knowledge

EXAMPLE: Exchanging information and/or ideas

B. Instruction

EXAMPLES: Assigning tasks; training a new worker

C. Conversation

EXAMPLE: Greeting a co-worker

V. Results of good and poor communication (Class Assignment Sheet #3; Clinical Assignment Sheet #3)

A. Results of good communication

(NOTE: Good communication occurs only when the receiver understands the message as the sender has intended.)

1. Cooperation

INFORMATION SHEET

2. Teamwork

   (NOTE: Teamwork occurs when several people work together to accomplish a common goal.)

3. Good job performance

B. Results of poor communication

   (NOTE: Poor communication occurs when there is faulty or no understanding between sender and receiver.)

   1. Confusion

   2. Disagreement

   3. Poor job performance

VI. Paths of communication in health care facility (Clinical Assignment Sheet #3)

   A. Among employees

      EXAMPLES: Telephone message, friendly conversation, required food items for menu

   B. Between supervisors and employees

      EXAMPLES: Food production sheet, job description, work schedule

   C. Between administration and employees

      EXAMPLES: Policy, grievance

   D. Among departments

      EXAMPLES: Diet order, maintenance repair request, requisition form to storeroom

   E. Between patient and employee

      EXAMPLES: Delivery of trays, bussing dishes in patient dining room

VII. Communication skills needed by a food service worker (Class Assignment Sheet #3; Clinical Assignment Sheet #3)

   A. Listening effectively

   B. Speaking to others effectively

INFORMATION SHEET

- C. Writing messages clearly
- D. Reading instructions carefully
- E. Labeling correctly
- F. Talking on telephone correctly

VIII. Guidelines for effective listening (Transparencies #4-#8)

(NOTE: Forty-five percent of your daily communication is through listening. It is the most neglected skill in communication. There is a difference between physical hearing and mental listening.)

- A. Pay attention

  EXAMPLES: Do not anticipate what the other person is going to say; blot out distractions

- B. Be open minded and willing to accept other ideas
- C. Be interested
- D. Ask questions to clarify points
- E. Never assume anything

IX. Rules for correct use of the telephone (Clinical Assignment Sheet #1)

- A. Answer promptly
- B. Identify yourself and your department
- C. Be courteous
- D. Speak clearly
- E. Listen carefully
- F. If necessary, write message

  (NOTE: Repeat message to check for correctness.)

- G. Use hold button correctly

  (NOTE: Use hold button when you have to leave the phone to obtain information or when you have to ask another person for information. Do not shout across the kitchen to someone without covering the mouthpiece or using the hold button.)

INFORMATION SHEET

X. Rules for spoken communication (Class Assignment Sheet #1)

   A. Think before you speak

   B. Speak distinctly

   C. Determine whether your message has been received correctly

   (NOTE: To determine whether your message has been received correctly, observe the individual you are talking to, or ask that individual to repeat your message.)

   D. Talk about one subject at a time

   E. Use easily understood words and short sentences

   F. Think before you respond to questions

   (NOTE: Plan how you will give information, and make sure that the information you give is correct.)

   G. Be aware of your body language

   EXAMPLES: Facial expression, tone of voice, use of space

XI. Ways to improve reading as a communication skill (Class Assignment Sheet #2)

(NOTE: Sixteen percent of your daily communication is through reading.)

   A. Pay attention when reading

   EXAMPLES: Written instructions, recipes must be read carefully to prevent mistakes.

   B. Learn to increase your reading rate

XII. Rules for effective writing (Clinical Assignment Sheet #2)

(NOTE: Nine percent of your daily communication is written. Written communication should not only be easy to understand but it should also be hard to *misunderstand*.)

   A. Choose words carefully

   (NOTE: Words mean different things to different people. To some people *rock music* means "stimulating and exciting rhythms, singable melodies, and understandable lyrics"; to others it means "a noisy assault on human ears, no recognizable melodies, and inaudible lyrics.")

INFORMATION SHEET

B. Use simple, familiar words when possible

C. Use short sentences

D. Sign your name or initials so that person reading message will know whom to ask if there are questions

XIII. Acceptable and unacceptable ways to deal with gossip and rumors

A. Acceptable

1. Avoid repeating information that is personally damaging to another employee

2. Do not pass on information from an unreliable or unofficial source

3. Discourage those who make a habit of spreading gossip or rumors

EXAMPLE: Politely excuse yourself from the conversation by saying you have some work that needs to be done.

B. Unacceptable

1. Do not question the reliability of the source of information you hear

EXAMPLE: *Cook*: "I heard from Fred in maintenance that the administrator was fired for drinking on the job."
Food service worker: "Yeah, and I heard from Mary in housekeeping that he was taking kickbacks from salesmen."

2. Wait until your break to discuss the most recent gossip or rumor you have heard

3. Go out of your way to make friends with the person in your department who is always "up on the latest"

XIV. Proper handling of confidential information

A. Patient related

1. Do not discuss with other employees or other patients

2. If important to patient's treatment, give the information to appropriate professional staff

EXAMPLES: Dietician, nurse, administrator

INFORMATION SHEET

B. Facility related

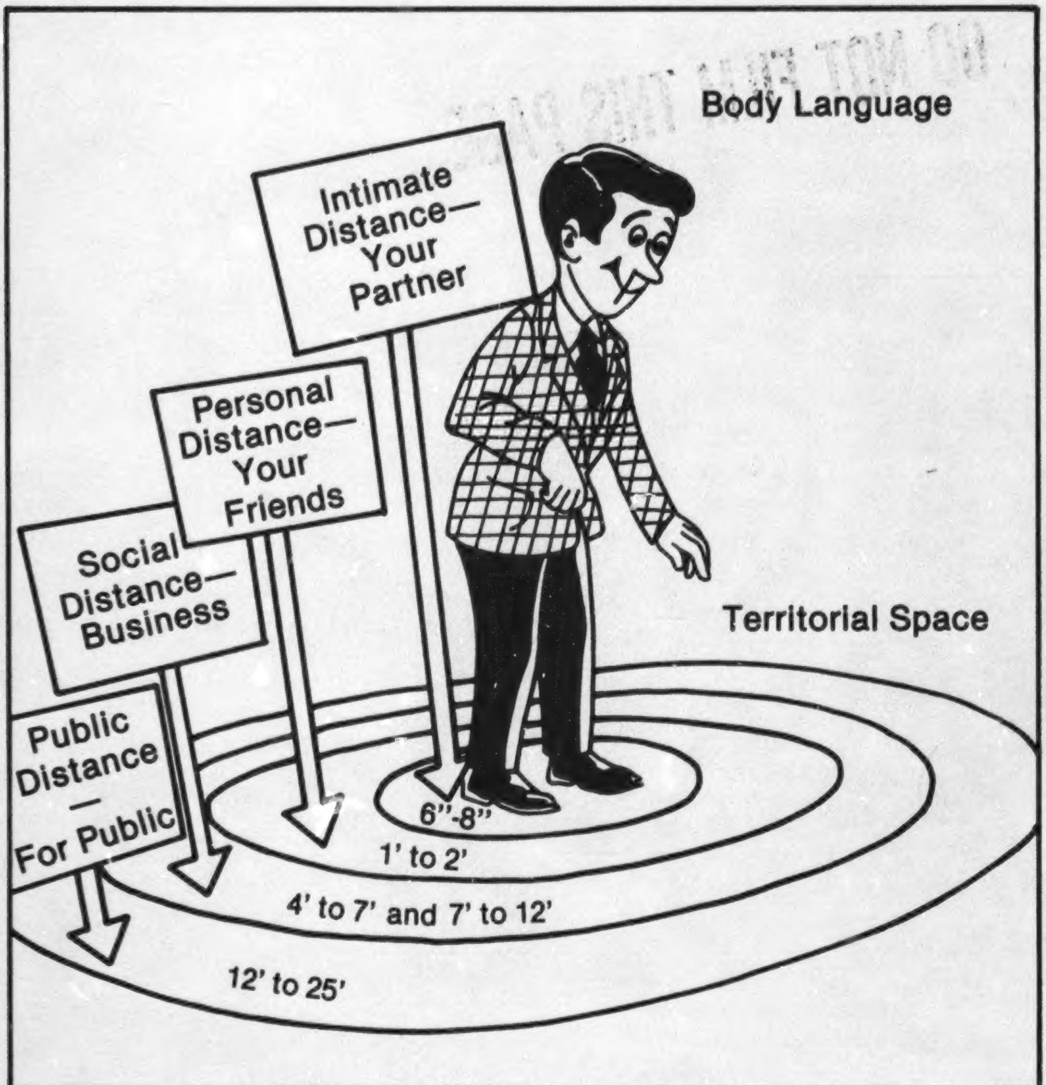
1. Do not discuss confidential information with other employees or those outside the facility

   EXAMPLE: People at the beauty shop or grocery store

2. Do not make statements to the news media as a representative of the facility

   EXAMPLES: Television, radio, newspaper

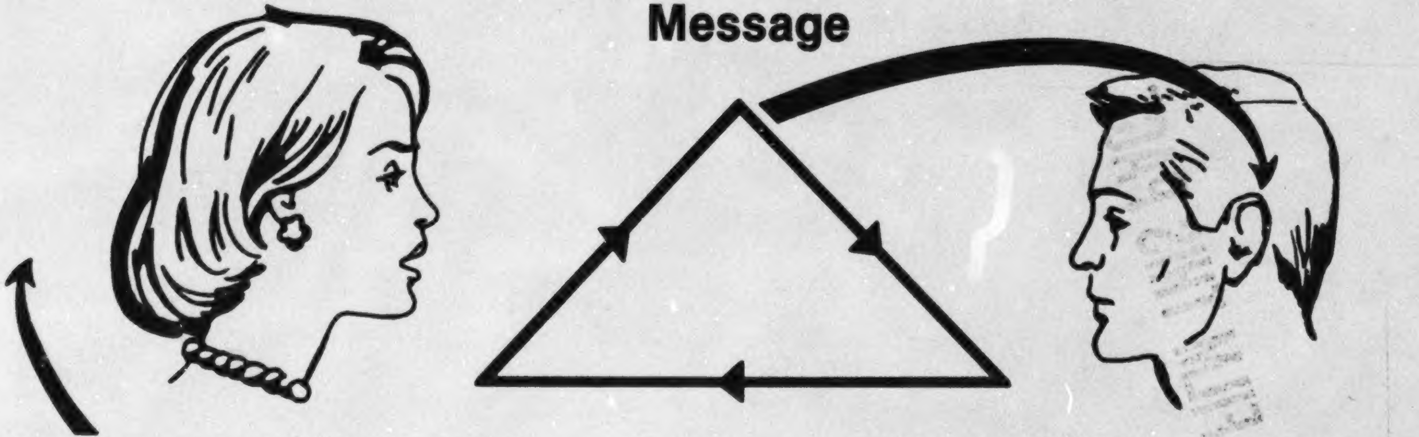
Body Language: Use of Space


Body Language
Intimate Distance—Your Partner
Personal Distance—Your Friends
Social Distance—Business
Public Distance — For Public
Territorial Space
6"-8"
1' to 2'
4' to 7' and 7' to 12'
12' to 25'

"Subconsciously, we watch how much space we put between ourselves and others."

Source: Evans and Company, Inc.

Simple Communication



Message

Sender (Speaker)

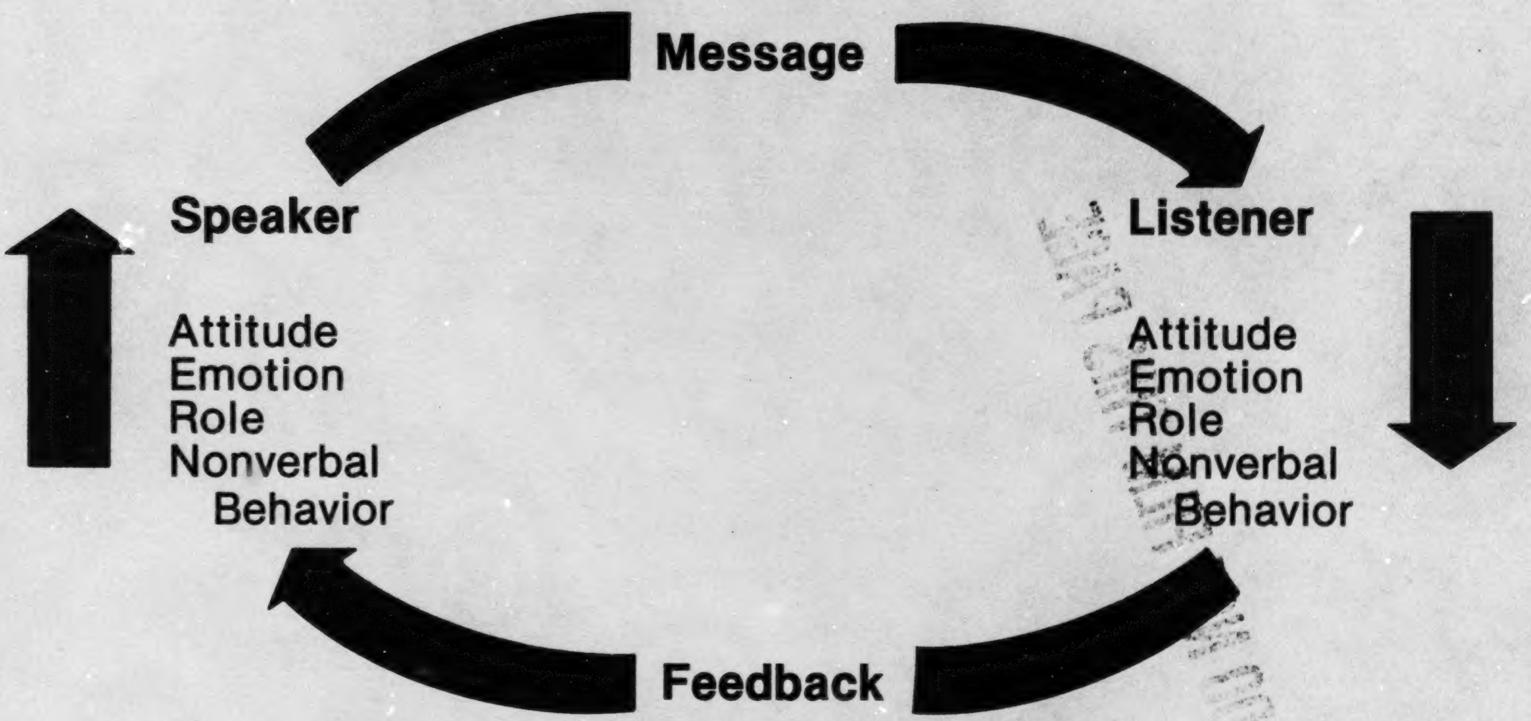
Receiver (Listener)

Jack Halloran, *Applied Human Relations: An Organizational Approach*, © 1978, p. 32. Reproduced by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

TM #2

FSW-53-E

Complex Communication



Message

Speaker

Attitude
Emotion
Role
Nonverbal
Behavior

Listener

Attitude
Emotion
Role
Nonverbal
Behavior

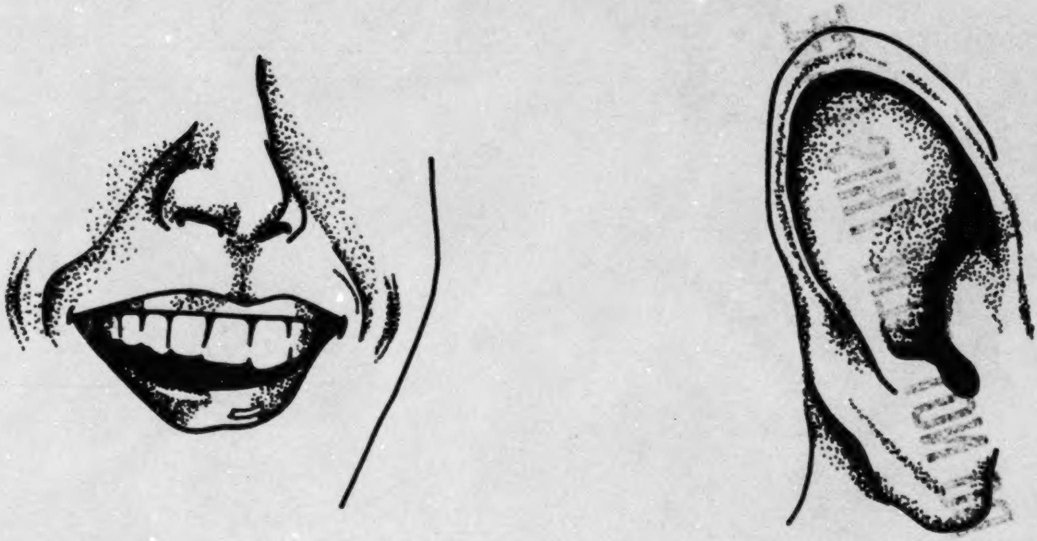
Feedback

(Positive and/or Negative)

Jack Halloran, *Applied Human Relations: An Organizational Approach*, © 1978, p. 32. Reproduced by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

Effective Communication

Which is more important?

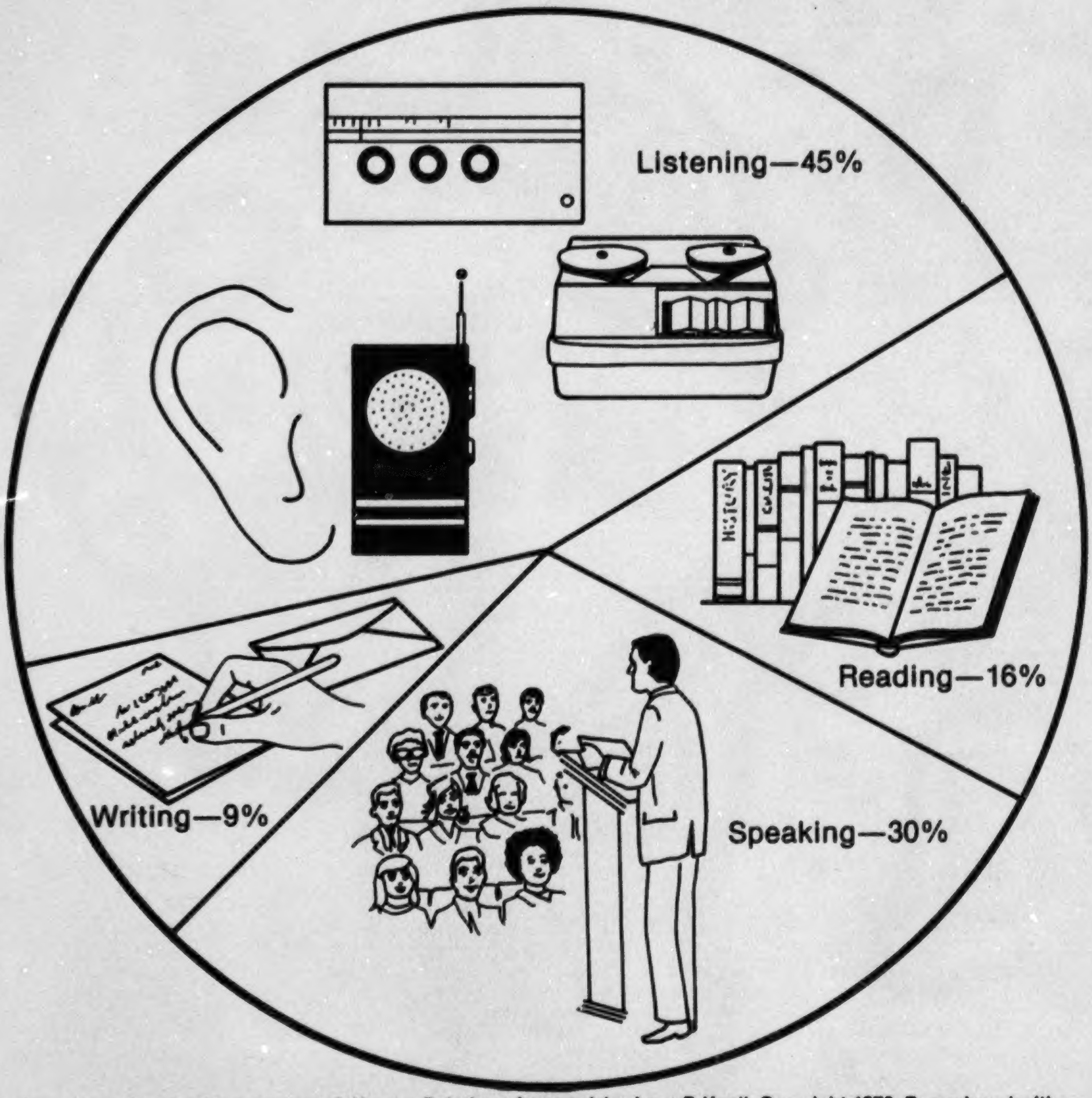


TM #4

FSW-57-E

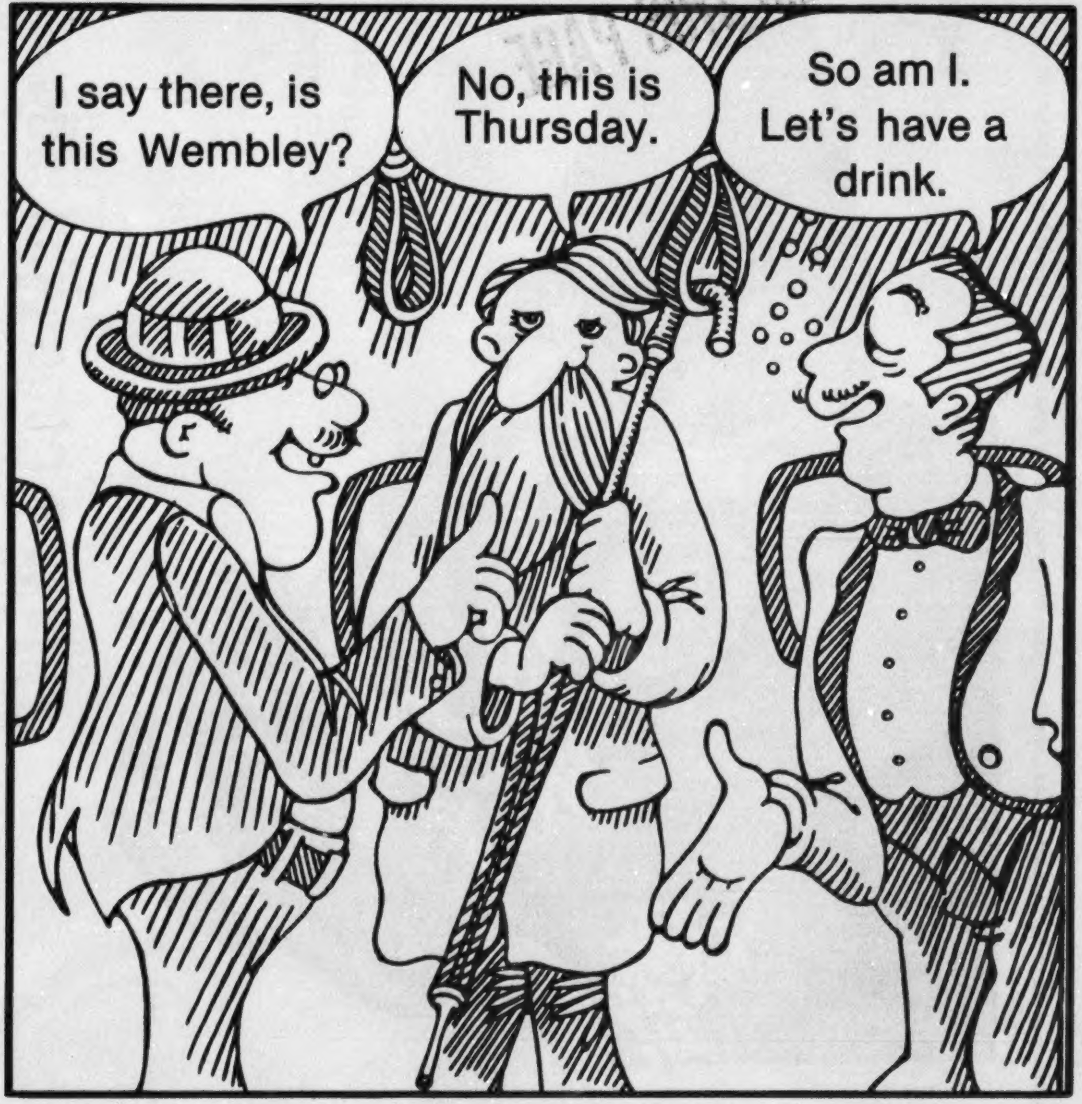
Daily Communication

This is how we spend one day communicating.



From *Food Service Management: A Human Relations Approach* by Anne P. Knoll. Copyright 1976. Reproduced with permission of McGraw-Hill Book Company.

We Hear What We Expect to Hear

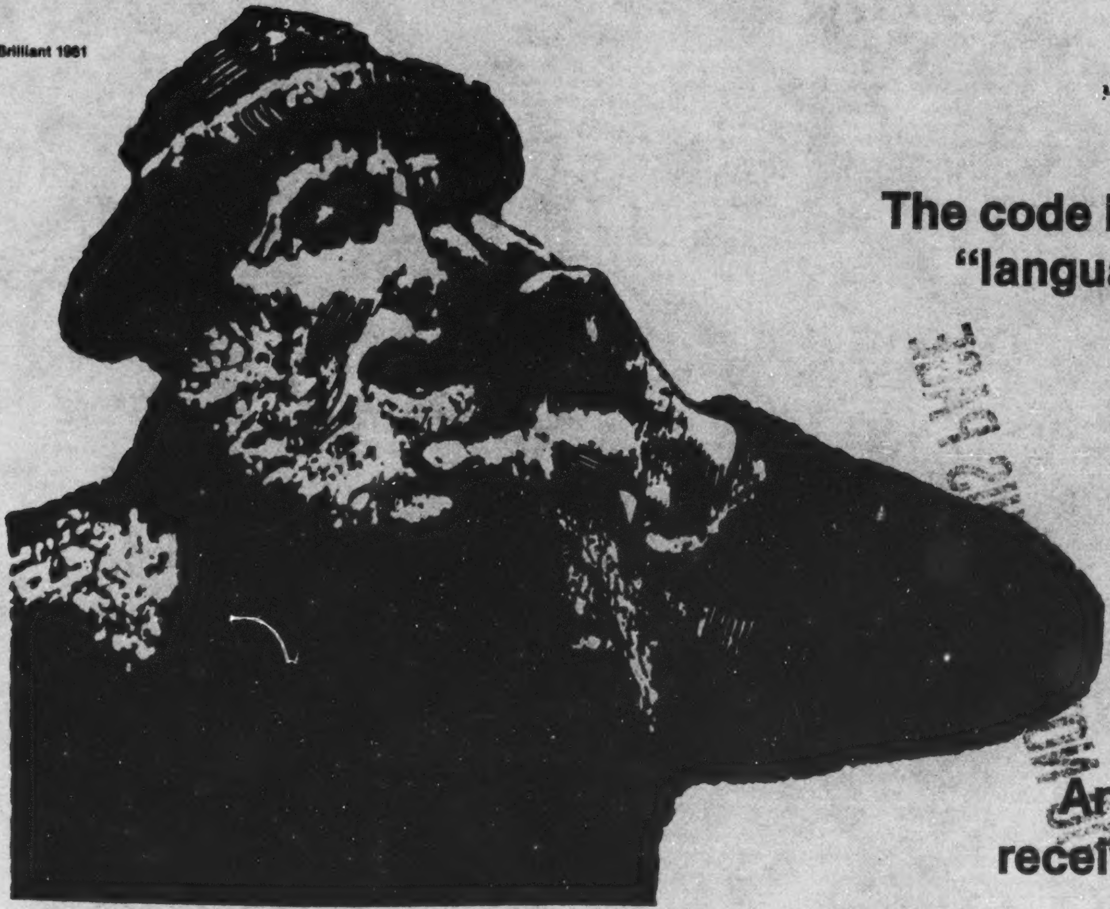

I say there, is this Wembley?
No, this is Thursday.
So am I. Let's have a drink.

Jack Halloran, *Applied Human Relations: An Organizational Approach,* © 1978, p. 25. Reproduced by permission of Prentice-Hall, Inc., Englewood Cliffs, N.J.

This Is a Code Message

© Ashleigh Brilliant 1981

Pot-Shots No. 2281



The code is called
"language."

Are you
receiving me?

Used with permission of Woodbridge Press Publishing Company. From the book *Appreciate Me Now and Avoid the Rush.*

Ashleigh Brilliant

TM #7

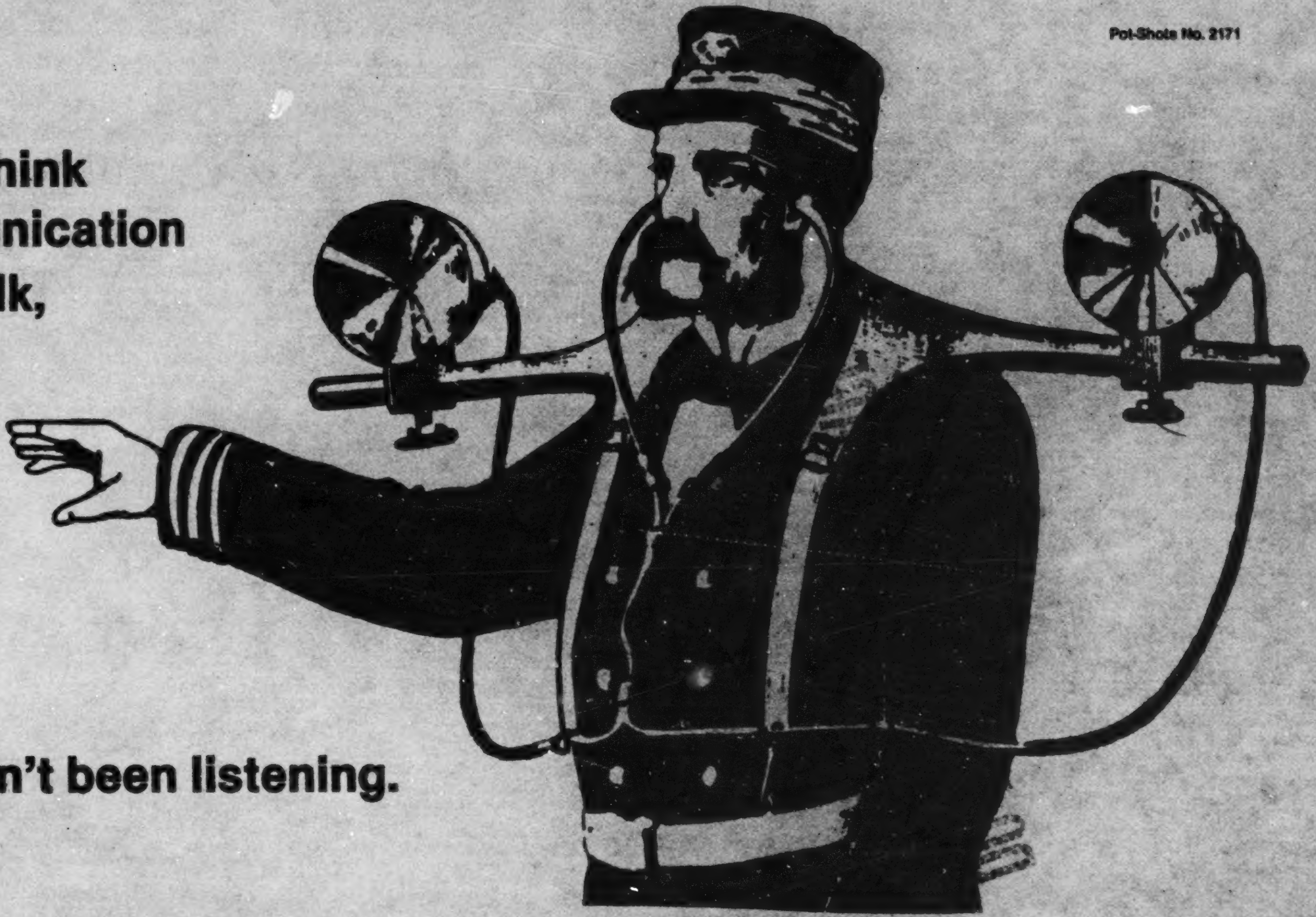
FSW-83-E

Listening

• Ashleigh Brilliant 1981

Pot-Shots No. 2171

If you think communication is all talk,



you haven't been listening.

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Ashleigh Brilliant

TM #8

FSW-08-E

BASIC COMMUNICATION SKILLS
UNIT II

CLASS ASSIGNMENT SHEET #1 — PRONOUNCE WORDS DISTINCTLY

NAME ______________________ SCORE __________

One good speech habit is to speak distinctly, yet we are all guilty of mumbling, slurring our syllables, and using incorrect English. These bad speech habits make communication very difficult: the receiver does not get the intended message. Practice good communication by working this assignment sheet. Write your answers in the spaces provided.

PART I — Rewrite the following sentences, translating them into correct English.

A. Wuryagoin? ______________________

B. Whutimizut? ______________________

C. Dya wanna go widdem or widus? ______________________

D. Watchagonnado nex Winsdy? ______________________

E. Whidencha gidda ticket forda boxun mach? ______________________

F. Doncha ever unnerstan whucha read? ______________________

G. Uh dunno wy ya din gimme some. ______________________

H. Warsh thet whatchamacallit over thur. ______________________

I. Jeet yet? ______________________

CLASS ASSIGNMENT SHEET #1

PART II — Rewrite the following sentences, using correct English.

A. I wanna work the morning shift. ____________________

B. We'll hafta check to see if we got that or not. ____________________

C. She coulda done that yisterday. ____________________

D. Commere. I need your help. ____________________

E. Will ya gimme a hand? ____________________

F. Doncha want dessert? ____________________

G. I dunno if we have any. ____________________

H. Hooja say you want ta see? ____________________

I. Woncha come back agin? ____________________

BASIC COMMUNICATION SKILLS
UNIT II

CLASS ASSIGNMENT SHEET #2 — CARRY OUT WRITTEN INSTRUCTIONS

NAME ____ SCORE ________________

Sixteen percent of your daily communication is through reading. One way to improve your reading as a communication skill is to concentrate. Read the following exercise, and then carry out the instructions.

HOW FAST CAN YOU READ?

Time — ten minutes

Here is a test to see how fast you can read and comprehend. Read the following directions and do as they say.

1. Read all of the items from one to ten first.
2. Draw a square to the left of number five.
3. Circle number one in this list.
4. Write the letters WYZ at the bottom of the page.
5. Write the total of the following problem. 5 + 7 + 32 = _____________
6. Write the author of the *Gettysburg Address* in the margin.
7. Stand up and repeat 1, 2, 3, 4, 5 very fast and then sit down.
8. Write your name on the line shown below.
9. Do the following problem and write the answer. (42 + 7) × (36 + 6) = ____________
10. Now that you have just read all of the items, only write your name at the bottom of the page and wait for the others to finish.

Name ____________________________________

COMMENTS: ____

____

____

____

____

BASIC COMMUNICATION SKILLS
UNIT II

CLASS ASSIGNMENT SHEET #3 — DEMONSTRATE THE USE OF COMMUNICATION SKILLS TO COMPLETE A TASK

NAME ______________________________ SCORE ______________

Good communication results in cooperation and teamwork. When the message is clear and easily understood, several people can work together to accomplish a common goal. Use your communication skills to construct a box with your teammates.

PART I

A. Each group is to construct a box from the following supplies.

   1. Scissors
   2. Pen or pencil
   3. Tape
   4. Paper

B. Each individual is to keep one hand behind his/her back.

C. The box must have four sides and a bottom but no top.

D. The name of your group must be somewhere on your box.

E. The box must stay together when dropped.

F. You have five minutes.

PART II

A. Which communication skills were used in this exercise? Check those used.

_______ Listening effectively

_______ Speaking to others effectively

_______ Writing messages clearly

_______ Reading instructions carefully

_______ Labeling correctly

_______ Talking on telephone correctly

CLASS ASSIGNMENT SHEET #3

B. How important was your ability to communicate in establishing cooperation and teamwork and in successfully completing the job? ____________________

____

____

C. What nonverbal communication did you observe? ____________________

____

D. Did you have 100 percent participation in your group? ____________________

Why or why not? ____

(NOTE: We are conditioned to low participation. We expect it and even plan for it. An average group uses only 30 percent of its potential.)

FSW-73-E

BASIC COMMUNICATION SKILLS
UNIT II

ANSWERS TO CLASS ASSIGNMENT SHEETS

Class Assignment Sheet #1 — Evaluated to the satisfaction of the class instructor

Class Assignment Sheet #2 — Students should complete only item #10

Class Assignment Sheet #3 — Evaluated to the satisfaction of the class instructor

BASIC COMMUNICATION SKILLS
UNIT II

CLINICAL ASSIGNMENT SHEET #1 — EVALUATE PROPER USE OF THE TELEPHONE IN DIETARY DEPARTMENT

NAME ______________________________ SCORE ______________

Thirty percent of your daily communication is through speaking. In a health care facility, the telephone is an important daily communication tool. Evaluate the way you use the telephone in the dietary department by completing the following checklist. Write an "X" under "yes" or "no" for each question. In the "comments" column, discuss strengths, weaknesses, and suggestions for improvement.

PART I

QUESTION	YES	NO	COMMENTS
Do you use the telephone for business only?			
Do you answer promptly when the telephone rings?			
Do you identify yourself and the department?			
Are you courteous?			
Do you speak clearly?			
Do you listen carefully?			
Do you put the other party on hold when you have to obtain information that requires you to leave the phone or ask someone else for information?			
Do you write messages correctly, including all necessary information?			
Do you use a pleasant tone of voice?			

CLINICAL ASSIGNMENT SHEET #1

PART II — Compare the use of the telephone in your dietary department with the correct techniques listed in Part I. Describe any differences.

BASIC COMMUNICATION SKILLS
UNIT II

CLINICAL ASSIGNMENT SHEET #2 — APPLY RULES FOR EFFECTIVE WRITING

NAME ______________________ **SCORE** ______________

Nine percent of your daily communication is written. Written communication should not only be easy to understand but it should also be hard to *misunderstand.* Use the rules found in the Information Sheet, Section XII, and write a note or memo as assigned by your clinical instructor. The subject of the note or memo could be a message from the P.M. food service worker to the A.M. supervisor or any other topic assigned. Write your memo on this page.

Rules for Effective Writing

A. Choose words carefully

B. Use simple, familiar words when possible

C. Use short sentences

D. Sign your name or initials so that person reading message will know whom to ask if there are questions

MEMO: ______________________

COMMENTS: ______________________

BASIC COMMUNICATION SKILLS
UNIT II

CLINICAL ASSIGNMENT SHEET #3 — OBSERVE THE USE OF BASIC COMMUNICATION SKILLS IN JOB-RELATED INCIDENTS

NAME ______________________________ SCORE ______________

Poor communication is the cause of many of the day-to-day problems supervisors and employees must deal with in a food service operation. Identifying and discussing incidents you have observed involving poor communication will help you increase your awareness of communication skills.

PART I

A. Describe an incident involving communication between two food service workers. Include the following in your description.

Who was the sender?
What was the message?
Who was the receiver?
What was the intended use of the message — knowledge, instruction, conversation?

____

____

____

____

____

____

____

____

____

____

____

____

CLINICAL ASSIGNMENT SHEET #3

B. Complete the following chart to indicate which communication skills were used in this incident. Write an "X" under "yes" or "no" for each question. In the "comments" column, discuss how these skills were used and how they should have been used.

	YES	NO	COMMENTS
Listening effectively			
Speaking to others effectively			
Writing messages clearly			
Reading instructions carefully			
Labeling correctly			
Talking on telephone correctly			

C. Were the results of this incident good or poor? ____________________

D. If the results were poor, how could they have been improved? ____________________

____

____

____

____

CLINICAL ASSIGNMENT SHEET #3

PART II

A. Describe an incident involving communication between a food service supervisor and a food service worker. Include the following in your description.

Who was the sender?
What was the message?
Who was the receiver?
What was the intended use of the message — knowledge, instruction, conversation?

____
____
____
____
____
____

B. Complete the following chart to indicate which communication skills were used in this incident. Write an "X" under "yes" or "no" for each question. In the "comments" column, discuss how these skills were used and how they should have been used.

	YES	NO	COMMENTS
Listening effectively			
Speaking to others effectively			
Writing messages clearly			
Reading instructions carefully			
Labeling correctly			
Talking on telephone correctly			

C. Were the results of this incident good or poor? ____________________

D. If the results were poor, how could they have been improved? ____________________
____
____

CLINICAL ASSIGNMENT SHEET #3

PART III

A. Describe an incident involving communication between administration and a food service worker. Include the following in your description.

Who was the sender?
What was the message?
Who was the receiver?
What was the intended use of the message — knowledge, instruction, conversation?

(NOTE: This message could be a written memo, a written notification of a change in personnel policy, or something similar.)

B. Complete the following chart to indicate which communication skills were used in this incident. Write an "X" under "yes" or "no" for each question. In the "comments" column, discuss how these skills were used and how they should have been used.

	YES	NO	COMMENTS
Listening effectively			
Speaking to others effectively			
Writing messages clearly			
Reading instructions carefully			
Labeling correctly			
Talking on telephone correctly			

C. Were the results of this incident good or poor? ______________________

D. If the results were poor, how could they have been improved? ______________________

CLINICAL ASSIGNMENT SHEET #3

PART IV

A. Describe an incident involving communication between departments involving a food service worker. Include the following in your description.

Who was the sender?
What was the message?
Who was the receiver?
What was the intended use of the message — knowledge, instruction, conversation?

B. Complete the following chart to indicate which communication skills were used in this incident. Write an "X" under "yes" or "no" for each question. In the "comments" column, discuss how these skills were used and how they should have been used.

	YES	NO	COMMENTS
Listening effectively			
Speaking to others effectively			
Writing messages clearly			
Reading instructions carefully			
Labeling correctly			
Talking on telephone correctly			

C. Were the results of this incident good or poor? ______

D. If the results were poor, how could they have been improved? ______

CLINICAL ASSIGNMENT SHEET #3

PART V

A. Describe an incident involving communication between a patient and a food service worker. Include the following in your description.

Who was the sender?
What was the message?
Who was the receiver?
What was the intended use of the message — knowledge, instruction, conversation?

B. Complete the following chart to indicate which communicatin skills were used in this incident. Write an "X" under "yes" or "no" for each question. In the "comments" column, discuss how these skills were used and how they should have been used.

	YES	NO	COMMENTS
Listening effectively			
Speaking to others effectively			
Writing messages clearly			
Reading instructions carefully			
Labeling correctly			
Talking on telephone correctly			

C. Were the results of this incident good or poor? __________

D. If the results were poor, how could they have been improved? __________

BASIC COMMUNICATION SKILLS
UNIT II

ANSWERS TO CLINICAL ASSIGNMENT SHEETS

Clinical Assignment Sheet #1 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #2 — Evaluated to the satisfaction of the clinical instructor

Clinical Assignment Sheet #3 — Evaluated to the satisfaction of the clinical instructor

BASIC COMMUNICATION SKILLS
UNIT II

TEST

NAME ____ SCORE ________________

1. Match terms associated with basic communication skills to their correct definitions. Write the correct numbers in the blanks.

_____a. Source of information that bypasses the formal chain of communication

_____b. Verbal and nonverbal responses to a message that are perceived by the sender of that message

_____c. Giving close attention to the sender, with the purpose of hearing and understanding the message

_____d. All forms of communication that do not require words

_____e. One form of nonverbal communication

_____f. Process of giving and receiving information

_____g. Use of words to transfer information, thoughts, or opinions to another

1. Communication
2. Effective listening
3. Grapevine
4. Verbal communication
5. Nonverbal communication
6. Body language
7. Feedback

2. Name parts of communication.

a. ____

b. ____

c. ____

3. Name methods of communication.

a. ____

b. ____

4. Name two uses of communication.

a. ____

b. ____

TEST

5. Distinguish between results of good and poor communication. Write an "X" in the "good" column if the result listed is correct for good communication. Write an "X" in the "poor" column if the result listed is correct for poor communication.

GOOD	POOR	RESULT
		Disagreement
		Teamwork
		Poor job performance
		Good job performance
		Confusion
		Cooperation

6. Name three paths of communication in a health care facility.

a. ______________________________

b. ______________________________

c. ______________________________

7. Select from the following list communication skills needed by a food service worker. Write an "X" in the blank before each correct answer.

______a. Listening effectively

______b. Hearing but not listening

______c. Speaking to others effectively

______d. Writing messages clearly

______e. Paying attention to gossip

______f. Reading instructions carefully

______g. Changing the topic of conversation

______h. Labeling correctly

______i. Talking on telephone correctly

TEST

8. Select from the following list guidelines for effective listening. Write an "X" in the blank before each correct answer.

_____a. Listen to distractions

_____b. Pay attention

_____c. Be open minded and willing to accept other ideas

_____d. Watch the clock

_____e. Be interested

_____f. Ask questions to clarify points

_____g. Never assume anything

9. Select from the following list rules for correct use of the telephone. Write an "X" in the blank before each correct answer.

_____a. Answer promptly

_____b. Identify yourself and your department

_____c. If necessary, yell for supervisor while holding telephone

_____d. Be courteous

_____e. While holding telephone, criticize the party calling

_____f. Speak clearly

_____g. Listen carefully

_____h. If necessary, write message

_____i. Call home to wake up family members

_____j. Use hold button correctly

10. Select from the following list rules for spoken communication. Write an "X" in the blank before each correct answer.

_____a. Say whatever you think

_____b. Think before you speak

_____c. Use slang

TEST

______d. Speak distinctly

______e. Determine whether your message has been received correctly

______f. Talk about one subject at a time

______g. Be inattentive when others are talking

______h. Use easily understood words and short sentences

______i. Think before you respond to questions

______j. Speak very loudly

______k. Be aware of your body language

11. State ways to improve reading as a communication skill.

a. ____

b. ____

12. Select from the following list rules for effective writing. Write an "X" in the blank before each correct answer.

______a. Use complex sentences

______b. Choose words carefully

______c. Use big words

______d. Use simple, familiar words when possible

______e. Use short sentences

______f. Sign your name or initials so that person reading message will know whom to ask if there are questions

13. Distinguish between acceptable and unacceptable ways of dealing with gossip and rumors. Write an "A" before acceptable ways, and a "U" before unacceptable ways.

______a. Avoid repeating information that is personally damaging to another employee

______b. Do not question the reliability of the source of information you hear

______c. Do not pass on information from an unreliable or unofficial source

______d. Discourage those who make a habit of spreading gossip or rumors

TEST

______e. Wait until your break to discuss the most recent gossip or rumor you have heard

______f. Go out of your way to make friends with the person in your department who is always "up on the latest"

14. Discuss proper handling of confidential information.

    a. Patient related

    ____

    ____

    ____

    b. Facility related

    ____

    ____

    ____

    ____

(NOTE: Test questions 15-20 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

15. Pronounce words distinctly.

16. Carry out written instructions.

17. Demonstrate the use of communication skills to complete a task.

18. Evaluate proper use of the telephone in dietary department.

19. Apply rules for effective writing.

20. Observe the use of basic communication skills in job-related incidents.

BASIC COMMUNICATION SKILLS
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning process. The point total for the entire test is 422. The point total for questions 1-14 is 170; the point total for questions 15-20 is 252.)

1. (14 points)

   a. 3

   b. 7

   c. 2

   d. 5

   e. 6

   f. 1

   g. 4

2. (3 points)

   a. Sender

   b. Message

   c. Receiver

3. (2 points)

   a. Verbal

   b. Nonverbal

4. (2 points)

   Answer should include any two of the following

   a. Knowledge

   b. Instruction

   c. Conversation

ANSWERS TO TEST

5. (24 points)

GOOD	POOR	RESULT
	X	Disagreement
X		Teamwork
	X	Poor job performance
X		Good job performance
	X	Confusion
X		Cooperation

6. (3 points)

Answer should include any three of the following

a. Among employees

b. Between supervisors and employees

c. Between administration and employees

d. Among departments

e. Between patient and employee

7. (18 points)

a, c, d, f, h, i

8. (14 points)

b, c, e, f, g

9. (20 points)

a, b, d, f, g, h, j

10. (22 points)

b, d, e, f, h, i, k

ANSWERS TO TEST

11. (4 points)

    a. Pay attention when reading

    b. Learn to increase your reading rate

12. (14 points)

    b, d, e, f

13. (18 points)

    a. A

    b. U

    c. A

    d. A

    e. U

    f. U

14. (12 points)

    Discussion should include the following

    a. Patient related

        1) Do not discuss with other employees or other patients

        2) If important to patient's treatment, give the information to appropriate professional staff

    b. Facility related

        1) Do not discuss confidential information with other employees or those outside the facility

        2) Do not make statements to the news media as a representative of the facility

15. Evaluated to the satisfaction of the class instructor (17 points)

ANSWERS TO TEST

16. Evaluated to the satisfaction of the class instructor (15 points)

17. Evaluated to the satisfaction of the class instructor (25 points)

18. Evaluated to the satisfaction of the clinical instructor (35 points)

19. Evaluated to the satisfaction of the clinical instructor (35 points)

20. Evaluated to the satisfaction of the clinical instructor (125 points)